AGENDA

Academic Standards and Assessments Subcommittee Meeting
Monday, March 24, 2008
10:00 AM
Room 215, Blatt Building

I.	Welcome and Introductions	Mr. Tom DeLoach
II.	Approval of the January 22, 2008 Meeting Minutes	Mr. Tom DeLoach
III.	Action: ELA Academic Standards	Dr. Paul Horne
IV.	Action: Recommendations of the High School Graduation Rate Goal Advisory Panel	Mr. David Potter
V.	Action: Career and Technology Education Center Ratings	Dr. Paul Horne Mr. David Potter
VI.	Information: Study of the Sensitivity of the Elementary And Middle School Absolute Ratings	Mr. David Potter
VII.	Other Business	Mr. Tom DeLoach
Adjournment		Mr. Tom DeLoach

<u>Academic Standards and Assessments Subcommittee Members:</u>

Mr. Tom DeLoach, Chairman
Mike Fair
Wes Hayes
Buffy Murphy
Joe Neal
Bob Walker
Kristi Woodall

SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE
Subcommittee on Academic Standards and Assessments

Minutes of the Meeting
January 22, 2008
10:00 AM, Room 215 Blatt Building

Subcommittee Members Present: Tom DeLoach, Mike Fair, Robert Walker, Kristi Woodall
Other EOC Members Present: Mike Brenan, Barbara Hairfield, Harold Stowe
EOC Staff Present: Jo Anne Anderson, Katrina Greene, Paul Horne, David Potter, Dana Yow
SC Department of Education Staff: Doug Alexander, Valerie Harrison, Elizabeth Jones, Janice Poda, Suzanne Swaffield, Teri Siskind, Leslie Skinner

Welcome and Introductions
Mr. DeLoach welcomed members and guests to the meeting.

Minutes
The minutes from the September 17, 2007 meeting were approved as written.

Action: Review of the SC Alternate ELA and Mathematics Assessments
At its October 8, 2007 meeting the EOC adopted the recommendations for improvement resulting from the review of the SC Alternate ELA and Mathematics assessments and forwarded them to the SCDE for response. The Subcommittee reviewed the response to the recommendations outlined in a letter from Elizabeth Jones, Director of the Office of Assessment. In its response the SCDE reported that it reviewed the items flagged for Differential Item Functioning (DIF) and did not find substantial evidence for bias for or against specific demographic groups. The SCDE indicated that the items flagged for DIF in the Spring 2008 administration will also be reviewed before they are considered for use on forms of the assessments designated for subsequent administrations. With regard to the recommendation that professional development materials on the standards and assessments be updated and disseminated, the SCDE outlined a plan for the development and dissemination of materials prior to the beginning of the 2008-2009 school year.

Following discussion of the assessments and the SCDE responses to the recommendations, the Subcommittee forwarded a recommendation to the full EOC that the assessments be approved.

The SCDE letter of response included responses to the recommendations from the reviews of both the SC Alternate ELA and Mathematics assessments and the US History and the Constitution End of Course test, but Subcommittee members requested that the two tests have separate transmittal forms so they could be voted on separately.

Action: Review of US History and the Constitution End of Course Test
The Subcommittee reviewed the response from the SCDE regarding the recommendations for improvement of the US History and the Constitution End of Course field test made by the EOC at its October 8, 2007 meeting. The SCDE reported that, in the 2006-2007 school year, 70.95% of the 37,539 high school students coded as US History or College Prep students scored an "F" on the test and less than 1% (0.46%) scored an "A," confirming the difficulty of the field test. The SCDE is developing an Enhanced Standards Support Document for the US History and the Constitution standards and assessment for completion by June 2008 and for dissemination

during Summer 2008. Following discussion the Subcommittee forwarded the following recommendations for consideration by the full EOC: To defer approval action for the US History and the Constitution End of Course test until student performance data for 2007-2008 and final teacher support materials can be reviewed during Summer 2008, and to continue during the 2007-2008 school year the administration of the US History and the Constitution End of Course test.

Information: Evaluation of the Accountability System
Dr. Jo Anne Anderson reviewed activities and studies undertaken by the EOC during the past two years to examine components of the state school accountability system. The purposes of this review are to provide a "whole" picture of the efforts to study the system, to identify the interactions among and impacts upon system components, and to discuss potential changes to the system. Dr. Anderson also outlined the time frame for the development and inclusion in the accountability system of proposed replacements to the Palmetto Achievement Challenge Tests (PACT).

There being no further business, the subcommittee adjourned.

EDUCATION OVERSIGHT COMMITTEE

Subcommittee: <u>Academic Standards and Assessments</u>

Date: <u>March 24, 2008</u>

<u>REPORT/RECOMMENDATION</u>
ELA Academic Standards
Recommendation: Approval of the ELA Academic Standards as amended and adopted by the South
Carolina State Board of Education on March 12, 2008

<u>PURPOSE/AUTHORITY</u>
Section 59-18-360 of the Education Accountability Act requires the State Board of Education, in
consultation with the Education Oversight Committee, to conduct a cyclical review of the state standards
in the four academic areas by the year 2005 and at least every seven years thereafter. The review was
conducted in the spring of 2006, a report on the recommended revisions was presented to the Education
Oversight Committee for its consideration and approved. The attached standards are the result of the
review and revision process.

<u>CRITICAL FACTS</u>
The review and revision of the standards followed the Procedures for the Cyclical Review of Current
South Carolina K-12 Academic Standards.

<u>TIMELINE/REVIEW PROCESS</u>
Review Process began in February, 2006. Recommendations for revision of the standards were approved
by the EOC in June, 2006. The revised standards received first reading approval by the State Board of
Education on December 12, 2006, and approval by the EOC on April 9, 2007. The State Board of
Education deferred second reading approval of the ELA Academic Standards pending changes and
additions to the document.

<u>ECONOMIC IMPACT FOR EOC</u>

      Cost: No fiscal impact

      Fund/Source:

<u>**ACTION REQUEST**</u>

☒ **For approval**   ☐ **For information**

<u>**ACTION TAKEN**</u>

☐ **Approved**   ☐ **Amended**

☐ **Not Approved**   ☐ **Action deferred (explain)**

SOUTH CAROLINA
ACADEMIC STANDARDS
FOR
ENGLISH LANGUAGE ARTS

South Carolina Department of Education
Columbia, South Carolina

2007

Contents

Acknowledgments

South Carolina owes a debt of gratitude to the following organizations and individuals for their assistance in the revision of the *South Carolina English Language Arts Curriculum Standards 2002.*

State English Language Arts Writing Panel
The members of the state English language arts writing panel used recommendations from various review panels to revise the 2002 document. South Carolina English language arts writing panel members were the following individuals:

Dale Anthony
Literacy Coach, Sims Junior High School
Union School District

Frank W. Baker
Media Literacy Consultant
Columbia, South Carolina

Dr. Floyd Creech
Early Childhood Coordinator
Florence School District One

Victoria Dixon-Mokeba
Lead Teacher, Carolina School for Inquiry
Richland School District One

David Foster
Language Arts Coordinator
Richland School District Two

Patti Hunnicutt
Literacy Coach, South Carolina Reading Initiative
Pickens County

Judy Ingle
Curriculum Specialist, Carvers Bay High School
Georgetown School District

Dr. Marie Milam
Coordinator of Curriculum and Instruction
Greenwood School District Fifty-One

Dr. Sharon Moore-Askins
Assistant Professor of Education
Francis Marion University

Dr. Suzanne Ozment
Executive Vice Chancellor for Academic Affairs and Professor of English
University of South Carolina–Aiken

South Carolina Education Oversight Committee
Dr. Jo Anne Anderson, executive director of the South Carolina Education Oversight Committee (EOC), and Dr. Paul Horne, the EOC's director of curriculum and program overview, facilitated the work of three language arts review teams: a team of language arts educators from across the nation; a team of South Carolina parents and business and community leaders; and a team of South Carolina teachers of English language learners and special education teachers.

State Department of Education

The academic standards in this document were developed under the direction of Lucinda Saylor, deputy superintendent, Division of Curriculum Services and Assessment, and Dr. Helena Tillar, director, Office of Curriculum and Standards.

The following State Department staff members assisted in the design and development of this document:

Introduction

The *South Carolina English Language Arts Academic Standards 2007* contains the revised academic standards in English language arts for South Carolina students from kindergarten through English 4. A field review of the first draft of these standards was conducted from September 9, 2006, through October 29, 2006. Feedback from that review has been incorporated into this document. The revised draft was presented to the State Board of Education on December 12, 2006, for first-reading approval.

The South Carolina Department of Education (SCDE), in consultation with Mid-continent Research for Education and Learning, developed these standards and the indicators utilizing a number of resources. Important among them are the English language arts standards documents of several other states as well as the national standards document *Standards for the English Language Arts,* published jointly in 1996 by the National Council of Teachers of English and the International Reading Association. The following publications and resources were also utilized:

- *Media Literacy* (a Web page written by South Carolina media consultant Frank Baker that features descriptions of and links to recommended texts and videos providing background and basic understanding of media literacy)

  http://www.frankwbaker.com/media_literacy.htm

- *Reading Framework for the 2009 National Assessment of Educational Progress* (Washington, DC: American Institutes for *Research,* 2005—prepublication edition)

  http://www.nagb.org/frameworks/fw.html

- *The State of State English Standards*, by Sandra Stotsky (Washington, DC: Thomas Fordham Foundation, 2005)

  http://www.edexcellence.net/doc/FullReport%5B01-03-05%5D.pdf

- *Report of the National Reading Panel: Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction* (Washington, DC: National Institute of Child Health and Human Development, 2000)

  http://www.nichd.nih.gov/publications/nrp/upload/report_pdf.pdf

- *Understanding University Success* (Eugene, OR: Center for Educational Policy Research, 2003)

  http://www.pewtrusts.com/pdf/education_understanding_success.pdf

Procedures for the review and revision of South Carolina standards agreed upon by the SCDE and the EOC were used as the basis for this review of the English language arts standards. These procedures are also used when the academic standards for other subject areas are revised.

South Carolina Academic Standards Documents

Beginning in 2004, the state-approved expectations for student learning will be called *academic standards* instead of *curriculum standards.* In accordance with the South Carolina Education Accountability Act of 1998, the purpose of academic standards is to provide the basis for the development of local curricula and statewide assessments. Consensually determined academic standards describe, for each grade level or high school course, the specific areas of student learning that are considered the most important for proficiency in the discipline at the particular level.

The academic standards in this document are not presented in an instructional sequence. All of the six standards and their indicators carry equal weight and should be taught in an integrated manner. These standards do not prescribe classroom activities, materials, instructional strategies, approaches, or practices—all of which are education components that need to be determined on the basis of the needs of individual students, schools, and districts. **The *South Carolina English Language Arts Academic Standards 2007* is not a curriculum.**

Revised Organization of the English Language Arts Standards Document

The organization of the South Carolina English language arts (ELA) standards document has been modified in several ways:

- The introduction outlines the development of the ELA standards document and explains the guiding principles that support the standards and their indicators.

- Standards are provided for the nine grade levels from kindergarten through grade eight and the four high school–level courses English 1, English 2, English 3, and English 4.

- The standards are no longer organized by strand; however, a heading is used to identify the ELA strand and the objective for each standard. The core information and ideas from each strand in the 2002 ELA standards document have been incorporated into the standards and indicators.

- The number of standards has been significantly reduced. To meet teachers' needs for specificity, each standard has specific indicators that support the standard.

- The standards for each of the nine grades and the four high school courses are prefaced with an overview that provides information concerning the content of those standards and their indicators and describes the process of stages of learning that can be expected at each particular level.

- Clarifying boxes are included at the beginning of each standard and provide additional information which may be helpful to the teacher. Such information may include lists of what students may be asked to read based on the National Assessment of Educational Progress (NAEP), a reference to previously learned material, an indication

of when an Instructional Appendix is available, or an explanation of other research such as that cited in the National Reading Panel report.

- The specific types of literary and informational texts that students should read at each grade level and in the high school courses are listed in a box directly below the standard statement for standards 1 and 2. The types of texts that are named reflect what students may be asked to read on the National Assessment of Educational Progress (NAEP) examination and are based closely on the listings that NAEP provides in the prepublication edition of its document *Reading Framework for the 2009 National Assessment of Educational Progress.* The listings in this South Carolina standards document are not intended to be exhaustive but are intended rather to guide the state's teachers in the selection of a wide variety of texts for their students to read.

- Instructional Appendixes are provided as a baseline for instruction. They are not intended to be all inclusive lists. Teachers should go above and beyond these appendixes, when appropriate, to meet the individual needs of students. Where an appendix is available, a notation is included at the end of an indicator in parentheses.

  Instructional appendixes include

  - High Frequency Words,
  - Greek and Latin Roots and Affixes
  - Writing Composite Matrix,
  - Suggestions for Reading Materials, and
  - Spelling.

- A glossary is also included as an integral component of the standards. The glossary should be used as the basis for understanding terms included in the standards. Terms included in the glossary are bolded in the text of a standard or indicator.

- In kindergarten through grade two, the indicators for standard 3 focus on beginning reading skills and strategies and are grouped on the basis of the five central components—phonics, phonemic awareness, vocabulary, comprehension, and fluency—that are delineated by the National Reading Panel in its 2000 report on the teaching of reading. An additional set of indicators for both kindergarten and grade one is grouped under the topic *concepts about print*.

  Two sets of indicators in standard 3 for kindergarten are centered in *oral language acquisition* and are separated into the subtopics *vocabulary development* and *comprehension development*. In standard 4 for kindergarten, the indicators are grouped under the topics *oral language expression* and *early writing development*.

In order for teachers to be successful in their instruction of the standards, it is imperative that they have all components of the standards document including the introductory material, the standards and indicators, the glossary and the instructional appendixes.

ELA Curriculum Support Document

The SCDE will develop a standards support documents after State Board approval of these standards. Local districts, schools, and teachers can use the document to construct a standards-based curriculum, adding or expanding topics they believe are important and organizing the content to fit their students' needs. The support document will include materials and resources such as

- sample units that incorporate literacy elements,
- resources including those accessed through technology, and
- connections to other disciplines.

Definitions of Key Terms

- **Academic standards.** Statements of the most important and consensually determined expectations for student learning in a particular discipline. In South Carolina, ELA standards are provided for the nine levels from kindergarten through grade eight and for the four high school–level courses English 1 through English 4.

- **Indicators.** Specific statements of the cognitive processes and the content knowledge and skills that students must demonstrate in order to meet the particular ELA standard. The main verb in each indicator specifies the particular aspect of the particular cognitive processes that are described in the revised Bloom's taxonomy (see the appendix). Use of the taxonomy will allow teachers to identify the kind of knowledge addressed by an indicator and therefore enable them to teach the content in a more effective manner.

The term *including* appears frequently to indicate the specific items that are intended to focus the teaching and learning of the particular concept. Teachers must focus their instruction on the entire indicator, but they must also be certain to include in their instruction the components specified in the parenthetical *including* statements. Teachers must be aware that state assessments at each grade level may include indicators from the current grade level or course as well as all previous levels.

Statewide Assessments

The English language arts standards and indicators in grades three through eight will be used as the basis for the items on the ELA portion of the Palmetto Achievement Challenge Tests (PACT). The High School Assessment Program (HSAP) is an exit examination and is required for a high school diploma. Therefore, items for the HSAP examination are designed to measure mastery of skills that have been addressed in standards and indicators in grades six through eight and in English 1 through English 4. as reflected in the 2007 HSAP test blueprint, which can be found on the SDE Web site. Those indicators specific to English 1 will be the basis for the End-of-Course Examination

program (EOCEP) test for that course. **Indicators from previous grades may also be assessed at subsequent grade levels.**

Indicators related to media, viewing, and communication are embedded within the standards. They should be addressed through classroom instruction and assessed by the classroom teacher. Though standards including indicators that refer to communication and media literacy are not tested on state assessments, these skills are crucial to the quality of life in the present-day world.

Philosophical Background

The ultimate goal of the ELA academic standards is to teach students the skills and strategies needed to become productive, literate members of our society. Reading, writing, speaking, listening, and viewing are fundamental tools for learning, success in the workplace, and enriching our lives. Language arts instruction in South Carolina provides all students with the opportunity to use language in a lifetime of learning.

Literacy instruction is a continuous process that occupies a prominent position of importance in all K–12 classrooms in South Carolina. In today's increasingly complex world, literacy demands are intensifying and require more advanced levels of proficiency. Students need to become highly skilled, independent users of information in order to become responsible, productive citizens. Our ability to communicate is at the core of the human experience. Language skills are essential tools not only because they serve as the basis for future learning but also because they enhance the lives of students as human beings. Through instruction and immersion in a print-rich environment that includes a variety of literature and informational texts, students may better understand and appreciate the English language and therefore ultimately become proficient communicators.

South Carolina's academic standards for ELA represent what students from kindergarten through high school are expected to know and be able to do as readers, writers, communicators, and researchers. These standards are designed to guide school districts in the development of effective language arts curricula that include extensive opportunities for students to read, write, communicate, and inquire. These standards are not intended to be taught discretely in a predetermined order, nor are they prescriptions for a specific curriculum or type of instruction. Rather, they provide opportunities for innovation vital to teaching and learning. The standards are to be addressed frequently in a variety of ways with increasingly more difficult texts over extended periods of time to promote deeper understanding.

Many of the indicators related to media, viewing, and communication are embedded within the writing and researching standards and should be addressed through classroom instruction. Though standards including indicators that refer to viewing and media literacy are not tested on state assessments, these skills are crucial to the quality of life in a society permeated by media. Technology and media have a critical place in

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classroom instruction. The skills needed by students to navigate their visual culture, similar to those of traditional print literacy, are as important as reading and writing.

Teachers and administrators make informed and effective curricular and instructional decisions about nurturing their students as readers, writers, and communicators. While ELA teachers are responsible for their own body of content, many of these academic standards are tools for lifelong learning that all teachers should integrate on a regular basis. Rigorous application of reading, writing, speaking, listening, viewing, and researching belongs in all South Carolina classrooms.

Guiding Principles

The following guiding principles—which are modeled after those enunciated by the state of Massachusetts in its *English Language Arts Curriculum Framework 2001* (published online at http://www.doe.mass.edu/frameworks/current.html)—are the philosophical foundation of South Carolina's ELA academic standards and are intended to guide the construction and evaluation of all ELA curricula in the state.

Guiding Principle 1

An effective English language arts curriculum is framed within the context of *a community of learners*

Classrooms should be places of joyful learning where students have the opportunity to read, write, and converse in a nurturing environment that supports independent and collaborative learning. Teachers need to create spaces where learners come together as a community in which young people are encouraged to explore, take risks, and inquire about their world. Students need to be able to let teachers know who they are and to share the different perspectives they bring into the classroom. In such a context, students can learn about their classmates as individuals who each have unique ideas and talents to contribute.

Guiding Principle 2

Learning in English language arts is recursive.

Students at every grade level apply similar skills and strategies as they read increasingly more complex texts. Many reading and writing strategies do not change, but the difficulty and complexity of the texts provide the differentiation. As these skills and strategies are addressed frequently and over extended periods of time, students can come to acquire a deeper understanding and appreciation of more challenging texts, gaining sophistication as they grow as readers, writers, and learners.

Guiding Principle 3

Reading, writing, communication, and research are interdependent.

Reading, writing, speaking, listening, viewing, and researching are not discrete skills: each literacy strand intertwines with and supports the others, creating a tapestry of language. Effective use of language not only requires but extends students' thinking. As learners listen, view, discuss, or write, they engage in thought. Successful instruction is dependent upon the integration of the language arts with other content areas so that skills and concepts from multiple disciplines are woven together to support student learning. And when students undertake increasingly complex assignments that require them to communicate in response to what they are learning, they deepen their thinking about that topic.

Guiding Principle 4

An effective English language arts curriculum provides strategic and purposeful instruction in reading and writing.

Effective literacy instruction is explicit and systematic. It is intentional, based on assessed student needs, carried out in an organized manner, and clearly communicated to students. Quality instruction is responsive and authentic, connecting to student needs and relating to real-world purposes. Students at all levels—elementary, middle, and high school—need varied opportunities for reading, writing, listening, and speaking. Read-alouds, shared reading, and independent reading and writing experiences as well as reading and writing conferences, literature discussion groups, and strategy-based minilessons are all important instructional activities.

Guiding Principle 5

Oral language and expression is foundational to literacy learning and development.

Children develop oral language and literacy through appropriately challenging learning, and they need many opportunities to speak and listen. As they grow in vocabulary and concept development, they increase in their ability to use language to convey meaning. In view of the fact that written and spoken language develop together, it is vitally important that students be exposed to a language- and print-rich environment.

Students need to be given opportunities to participate in the kind of collaboration and discussion that arises out of meaningful contexts and experiences. They develop their understanding of graphic, textual, and structural features of print through exposure to nonfiction, fiction, poetry, and drama. In the primary grades, students progress from oral to written language. As they listen to stories read aloud, primary students develop

comprehension and fluency. Beyond the primary grades, students continue to refine their use of oral language and their level of literacy through speaking and listening.

Guiding Principle 6

An effective English language arts curriculum uses literature from a variety of cultures and eras.

Students should be given a broad exposure to classic and contemporary literary works representing cultures within the United States and throughout the world. Reading provides a bridge to other times and places, allowing students to experience not only the world around them but also the worlds of ages past. Literature provides a landscape that helps shape who children are and where they want to go. The power of literature shows us that anything is possible. Students must have time to read within the school day, and they must be given choices among the texts that they will read. Collaboration among teachers, school media specialists, and local librarians is critical in matching books to readers. In order to foster a love of reading, teachers need to encourage independent reading within and outside of class.

Guiding Principle 7

An effective English language arts curriculum emphasizes writing as a centerpiece of the school curriculum.

Writing is thinking. As students write, they are engaged in a recursive process of critical, analytical, and reflective thinking. In order to learn to write well, students must write often and write for a variety of purposes. They need opportunities to study the craft of writing by reading the works of others and seeing models of quality texts. Students must learn to "read like writers" and "write like readers." Common expectations about writing are developed across the curriculum. Teachers in all content areas must provide students with the opportunity to write every day, both in and out of school. As students begin to write cohesively about increasingly more sophisticated concepts and ideas, their writing helps to ensure their academic success.

Guiding Principle 8

An effective English language arts curriculum utilizes all forms of media to prepare students to live in an information-rich society.

In today's dynamic society, all forms of mass media are used to inform and persuade. Proficient students apply critical techniques to evaluate the validity of the information they encounter. In a culture where persuasive and invasive media messages abound, students need to think critically about what they read, hear, and view. The challenge for students is to respond to these media messages personally, critically, and creatively.

The inclusion of media literacy in South Carolina's academic standards recognizes the powerful force of mass media in the twenty-first century.

Today's emerging technologies include many multimedia devices and programs that depend on the appropriate application of technology and thus require media literacy skills: digital photography, DVDs, CD-ROMs, high-definition digital television, Internet streaming, MP3 players, nonlinear (computer/video) editing, PDAs (personal digital assistants), PowerPoint presentations, blogs (Weblogs), and more.

The skills of critical inquiry—the ability to question and analyze a message, whether it be textual, visual, auditory, or a combination of these—are a crucial element in literacy instruction. The production of visual media is also a crucial element, enabling students to acquire and demonstrate an understanding of advertising, aesthetic techniques, audience, bias, propaganda, and intellectual purpose. Integrating into the ELA curriculum the vocabulary and skills associated with media presentations helps students develop lifelong habits of critical thinking.

Guiding Principle 9

An effective English language arts curriculum emphasizes informational text that is relevant to our increasingly complex and technological world.

Today's students are confronted with unprecedented amounts of information in a wide variety of print and nonprint forms. The ability to locate and use information effectively is an essential skill in the modern world. In many instances, information comes in unfiltered formats. Consumers of information must raise questions about the authenticity and reliability of sources. Now, more than ever, students need to be prepared to comprehend, analyze, and challenge what they read, hear, and see before making assumptions about its validity. Real-world texts are an integral and vital part of the ELA curriculum.

Guiding Principle 10

An effective English language arts curriculum teaches the strategies necessary for independent learning.

The purpose of education is to create individuals who are independent learners and thinkers. Students should be encouraged to equip themselves with learning strategies that they will practice intentionally and apply strategically. As contexts become more complex and challenging, students should be able to use such strategies with purpose and success. When they are able to determine their own learning strategies and to use those that work best for them, students become independent learners; as they become independent thinkers, they are free to pursue a lifetime of learning.

ELA
Grade-Level
Standards

READING

Understanding and Using Literary Texts

Standard K-1   The student will begin to read and comprehend a variety of literary texts in print and nonprint formats.

> Students in kindergarten will begin to read four major types of literary texts: **fiction, literary nonfiction, poetry,** and **drama**. In the category of **fiction**, they read the following specific types of texts: picture books and fantasy. In the category of **literary nonfiction**, autobiographical and biographical sketches are read aloud to students. In the category of **poetry**, they read nursery and counting rhymes, songs, narrative poems, lyrical poems, humorous poems, and free verse.

Indicators

K-1.1   Summarize the main idea and details from literary texts read aloud.

K-1.2   Use pictures and words to make predictions regarding a story read aloud.

K-1.3   Understand that a narrator tells the story.

K-1.4   Exemplify sound devices (including onomatopoeia and alliteration) in texts read aloud.

K-1.4   Find examples of sound devices (including onomatopoeia and alliteration) in texts read aloud.

K-1.5   Generate a retelling that identifies the characters and the setting in a story and relates the important events in sequential order.

K-1.6   Understand how the author's choice of words affects the meaning of the text.

K-1.6   Discuss how the author's choice of words affects the meaning of the text (for example, *yell* rather than *said*).

K-1.7   Use relevant details in summarizing stories read aloud.

K-1.8   Create responses to literary texts through a variety of methods, for example, writing, creative dramatics, and the visual and performing arts.

K-1.9   Recall the characteristics of fantasy.

K-1.10 Explain the cause of an event described in stories read aloud.

K-1.11 Carry out independent reading for pleasure.

K-1.11 Read independently for pleasure.

READING

Understanding and Using Informational Texts

Standard K-2   The student will begin to read and comprehend a variety of informational texts in print and nonprint formats.

Kindergarten students read **informational (expository/persuasive/argumentative) texts** of the following types: informational trade books and magazine articles. They also read directions, graphs, and recipes embedded in informational texts.

Indicators

K-2.1   Summarize the central idea and details from informational texts read aloud.
K-2.2   Analyze texts during classroom discussions to make inferences.
K-2.3   Exemplify facts in texts read aloud.
K-2.3   Find facts in texts read aloud.
K-2.4   Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations).
K-2.5   Understand that headings and print styles (for example, italics, bold, larger type) provide information to the reader.
K-2.6   Understand graphic features (for example, illustrations and graphs).
K-2.7   Recognize tables of contents.
K-2.8   Explain the cause of an event described in a text read aloud.
K-2.9   Carry out independent reading to gain information.
K-2.9   Read independently to gain information.

READING

Learning to Read

Standard K-3   The student will learn to read by applying appropriate skills and strategies.

Indicators for this standard in kindergarten through grade two focus on beginning reading skills and strategies and support the five components—comprehension, fluency, phonemic awareness, phonics, and vocabulary—delineated by the National Reading Panel as central to a child's learning to read. Although the phonics and phonemic awareness indicators are separated, the National Reading Panel found that the most effective way of teaching phonemic awareness is in conjunction with phonics.

These indicators will be assessed by the classroom teacher.

Instructional Appendices are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

Indicators

ORAL LANGUAGE ACQUISITION AND VOCABULARY DEVELOPMENT

K-3.1   Use pictures and context to construct the meaning of unfamiliar words in texts read aloud.

K-3.2   Create a different form of a familiar word by adding an –*s* or –*ing* ending.

K-3.3   Use vocabulary acquired from a variety of sources (including conversations, texts read-aloud, and the media).

K-3.4   Recognize high-frequency words.

K-3.5   Understand that multiple small words can make compound words.

FLUENCY

K-3.6   Use oral rhymes, poems, and songs to build fluency.

K-3.7   Use appropriate voice level when speaking.

PHONEMIC AWARENESS AND PHONICS

K-3.8   Use beginning sounds, ending sounds, and onsets and rimes to generate words orally.

K-3.9   Match consonant and short-vowel sounds to the appropriate letters.

K-3.10   Understand that multiple small words can make compound words.

K-3.11   Recognize uppercase and lowercase letters and their order in the alphabet.

K-3.12   Create rhyming words in response to an oral prompt.

K-3.13   Classify words by categories, for example, beginning and ending sounds.

K-3.13   Identify beginning and ending sounds in words.

K-3.14   Create words by orally adding, deleting, or changing sounds.

PHONEMIC AWARENESS

K-3.8   Use beginning sounds, ending sounds, and onsets and rimes to generate words orally.
K-3.9   Create rhyming words in response to an oral prompt.
K-3.10   Create words by orally adding, deleting, or changing sounds.
K-3.11   Use blending to generate words orally.

PHONICS

K-3.12   Match consonant and short-vowel sounds to the appropriate letters.
K-3.13   Recognize uppercase and lowercase letters and their order in the alphabet.
K-3.14   Classify words by categories (for example, beginning and ending sounds).
K-3.15   Identify beginning and ending sounds in words.
K-3.16   Use blending to begin reading words.
K-3.17   Begin to spell high frequency words. (See Instructional Appendix: High Frequency Words.)
K-3.18   Use letters and relationships to sounds to write words. *(see Instructional Appendix: Spelling.)*

ORAL LANGUAGE ACQUISITION AND COMPREHENSION DEVELOPMENT

K-3.19   Use prior knowledge and life experiences to construct meaning from texts.

K-3.20   Understand environmental print in such forms as signs in the school, road signs, restaurant and store signs, and logos.
K-3.20   Recognize environmental print in such forms as signs in the school, road signs, restaurant and store signs, and logos.

CONCEPTS ABOUT PRINT

K-3.21   Exemplify the parts of a book (including the front and back covers, the title, and the author's name).
K-3.21   Know the parts of a book (including the front and back covers, the title, and the author's name).

K-3.22   Carry out left-to-right and top-to-bottom directionality on the printed page.
K-3.23   Distinguish between letters and words.

WRITING

Developing Written Communications

Standard K-4   The student will begin to create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

> Instructional Appendices are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

Indicators

ORAL LANGUAGE EXPRESSION

K-4.1   Generate ideas for writing by using techniques (for example, participating in conversations and looking at pictures).

K-4.2   Generate complete sentences orally.

EARLY WRITING DEVELOPMENT

K-4.3   Use pictures, letters, or words to tell a story from beginning to end.

K-4.4   Use letters and relationships to sounds to write words. *(see Instructional Appendix: Spelling)*

K-4.5   Begin to spell high frequency words. *(see Instructional Appendix: High Frequency Words)*

K-4.6   Understand that a person's name is a proper noun.

K-4.7   Use proofreading skills to edit small-group or whole-class writing with teacher support.

K-4.7   Edit writing with teacher support.

K-4.8   Use strategies to revise small group or whole class writing with teacher support.

K-4.8   Revise writing with teacher support.

K-4.9   Use uppercase and lowercase letters.

K-4.10   Use appropriate letter formation when printing.

K-4.11   Identify sounds orally by segmenting words.

WRITING

Producing Written Communications in a Variety of Forms

Standard K-5   The student will begin to write for a variety of purposes and audiences.

Indicators

K-5.1   Use symbols (drawings, letters, and words) to create written communications (for example, notes, messages, and lists) to inform a specific audience).

K-5.2   Use symbols (drawings, letters, and words) to create narratives (for example, stories and journal entries about people, places, or things).

K-5.3   Use symbols (drawings, letters, and words) to create descriptions of personal experiences, people, places, or things.

K-5.4   Use symbols (drawings, letters, and words) to create written pieces to entertain others (for example, simple rhymes).

RESEARCHING

Applying the Skills of Inquiry and Oral Communication

Standard K-6   The student will begin to access and use information from a variety of sources.

Indicators

K-6.1	Generate *how* and *why* questions about a topic of interest.
K-6.2	Understand that information can be found in print sources (for example, books, pictures, simple graphs, and charts) and nonprint media (for example, videos, television, films, radio, and the Internet).
K-6.2	Recognize that information can be found in print sources (for example, books, pictures, simple graphs, and charts) and nonprint media (for example, videos, television, films, radio, and the Internet).
K-6.3	Classify information by constructing categories (for example, living and nonliving things).
K-6.4	Use complete sentences when orally communicating with others.
K-6.5	Understand and follow one- and two-step oral directions.
K-6.5	Follow one- and two-step oral directions.

READING

Understanding and Using Literary Texts

Standard 1-1   The student will read and comprehend a variety of literary texts in print and nonprint formats.

> Students in grade one read four major types of literary texts: **fiction, literary nonfiction, poetry,** and **drama**. In the category of **fiction**, they read the following specific types of texts: picture books, fables, and fantasy. In the category of **literary nonfiction**, they read autobiographical and biographical sketches. In the category of **poetry**, they read nursery and counting rhymes, songs, narrative poems, lyrical poems, humorous poems, and free verse.

Indicators

> The teacher should continue to address earlier indicators as they apply to more difficult texts.

1-1.1	Summarize the main idea and supporting evidence during classroom discussion of literary text.
1-1.2	Use pictures and words to make and revise predictions about a given literary text.
1-1.3	Analyze a narrative text to determine who the narrator is.
1-1.4	Exemplify sound devices (including onomatopoeia and alliteration) in texts read aloud.
1-1.4	Find an example of sound devices (including onomatopoeia and alliteration) in texts read aloud.
1-1.5	Generate a retelling that identifies the characters and the setting in a story and relates the important events in sequential order.
1-1.6	Understand how elements of the author's craft (for example, word choice) affect the meaning of a given literary text.
1-1.6	Explain how elements of author's craft (for example, word choice) affect the meaning of a given literary text.
1-1.7	Use relevant details in summarizing stories read aloud.
1-1.8	Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).
1-1.9	Classify a text as either fiction or nonfiction.
1-1.10	Explain cause-and-effect relationships presented in literary text.
1-1.11	Carry out independent reading for extended periods of time for pleasure.
1-1.11	Read independently for extended periods of time for pleasure.

READING

Understanding and Using Informational Texts

Standard 1-2   The student will read and comprehend a variety of informational texts in print and nonprint formats.

Students in grade one read **informational (expository/persuasive/argumentative) texts** of the following types: informational trade books, textbooks, and magazine articles. They also read directions, graphs, and recipes embedded in informational texts.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

1-2.1   Summarize the central idea and supporting evidence during classroom discussion of an informational text.

1-2.2   Analyze informational texts to draw conclusions and make inferences during classroom discussions.

1-2.3   Understand the difference between facts and opinions.
1-2.3   Distinguish between facts and opinions.

1-2.4   Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations).

1-2.5   Understand that headings, subheadings, and print styles (for example, italics, bold, larger type) provide information to the reader.

1-2.6   Understand graphic features (for example, illustrations, graphs, charts, and maps as sources of information.
1-2.6   Use graphic features (for example, illustrations, graphs, charts, and maps) as sources of information.

1-2.7   Understand functional text features (including tables of contents).
1-2.7   Use functional text features (including tables of contents).

1-2.8   Understand cause-and-effect relationships presented in informational texts.
1-2.8   Explain cause-and-effect relationships presented in informational texts.

1-2.9   Carry out independent reading for extended periods of time to gain information.
1-2.9   Read independently for extended periods of time to gain information.

Grade 1

READING

Learning to Read

Standard 1-3 The student will learn to read by applying appropriate skills and strategies.

Indicators

> Indicators for this standard in kindergarten through grade two focus on beginning reading skills and strategies and support the five components—comprehension, fluency, phonemic awareness, phonics, and vocabulary—delineated by the National Reading Panel as central to a child's learning to read. These indicators will be assessed by the classroom teacher. Although the phonics and phonemic awareness indicators are separated, the National Reading Panel found that the most effective way of teaching phonemic awareness is in conjunction with phonics.
>
> Instructional Appendixes are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.
>
> The teacher should continue to address earlier indicators as they apply to more difficult texts.

ORAL LANGUAGE ACQUISITION AND VOCABULARY DEVELOPMENT

1-3.1 Use pictures, context, and letter-sound relationships to read unfamiliar words.

1-3.2 Identify base words and their inflectional endings (including *-s, -es, -ing, -ed, -er,* and *-est*).

1-3.3 Use vocabulary acquired from a variety of sources (including conversations, texts read-aloud, and the media).

1-3.4 Recognize high-frequency words encountered in texts (see Instructional Appendix: High Frequency Words).

1-3.5 Understand the relationship between two or more words (including synonyms, antonyms, and homonyms).

1-3.6 Use structural analysis to determine the meaning of compound words and contractions.

CONCEPTS ABOUT PRINT

1-3.7	Understand the parts of a book (including the front and back covers, the title, and the names of the author and the illustrator).
1-3.7	Know the parts of a book (including the front and back covers, the title, and the names of the author and the illustrator).

1-3.8	Carry out left-to-right, top-to-bottom, and return-sweep directionality on the printed page.
1-3.9	Distinguish among letters, words, and sentences.

FLUENCY

1-3.10	Use appropriate phrasing and intonation when reading familiar texts aloud.
1-3.10	Use appropriate rate, word automaticity, phrasing, intonation, and expression to read fluently (see Support Documents for Fluency).

1-3.11	Use appropriate voice level and intonation when speaking and reading aloud.

PHONEMIC AWARENESS AND PHONICS

1-3.12	Use onsets and rimes to decode and generate words.
1-3.13	Use knowledge of letter names and their corresponding sounds to spell words independently.
1-3.14	Use structural analysis to determine the meaning of compound words and contractions.
1-3.15	Organize a series of words by alphabetizing to the first letter.
1-3.16	Create rhyming words in response to an oral prompt.
1-3.17	Classify words by categories, for example, beginning and ending sounds.
1-3.18	Identify beginning, middle, and ending sounds in single-syllable words.
1-3.19	Create words by orally adding, deleting, or changing sounds.
1-3.20	Understand the relationship between two or more words (including synonyms, antonyms, and homonyms).

PHONEMIC AWARENESS

1-3.12	Create rhyming words in response to an oral prompt.
1-3.13	Create words by orally adding, deleting, or changing sounds.
1-3.14	Use blending to generate words orally.

PHONICS

1-3.15	Use onsets and rimes to decode and generate words.
1-3.16	Use knowledge of letter names and their corresponding sounds to spell words independently.
1-3.17	Organize a series of words by alphabetizing to the first letter.
1-3.18	Classify words by categories (for example, beginning and ending sounds).
1-3.19	Identify beginning, middle, and ending sounds in single-syllable words.
1-3.20	Use blending to read.

1-3.21	Spell three-and four-letter short-vowel words and high frequency words correctly. *(See Instructional Appendices: High Frequency Words and Spelling.)*
1-3.22	Use known words to spell new words

ORAL LANGUAGE ACQUISITION AND COMPREHENSION DEVELOPMENT

1-3.23	Use pictures and words to construct meaning.

1-3.24	Understand environmental print in such forms as signs in the school, road signs, restaurant and store signs, and logos.
1-3.24	Recognize environmental print (for example, signs in the school, road signs, restaurant and store signs, and logos).

Grade 1

WRITING

Developing Written Communications

Standard 1-4   The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

Indicators

> The teacher should continue to address earlier indicators as they apply to more difficult texts.
>
> Instructional Appendices are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

1-4.1   Generate ideas for writing by using techniques (for example, participating in conversations and looking at pictures).

1-4.2   Use simple sentences in writing.

1-4.3   Use pictures, letters, or words to tell a story from beginning to end.

1-4.4   Use the conventions of written Standard American English (including those regarding personal pronouns and the distinction between common and proper nouns and singular and plural noun forms).

1-4.4   Use grammatical conventions of written Standard American English, including
  • personal pronouns,
  • common and proper nouns,
  • singular and plural nouns, and
  • conjunctions *and*, *but*, *or*.

(see Instructional Appendix: Writing Composite Matrix)

1-4.5   Use revision strategies to improve word choice in written work.
1-4.5   Revise for word choice and simple sentence structure in written works. *(see Instructional Appendix: Writing Composite Matrix)*

1-4.6   Use proofreading skills to edit for the correct use of written Standard American English:
  ▪ capitalization (including the first word of a sentence, the names of people, and the pronoun "I");

- the use of periods, exclamation points, and question marks at the end of sentences; and
- the correct spelling of high-frequency words.

1-4.6 Edit for the correct use of written Standard American English including
- capitalization
  – first word of a sentence
  – names of people
  – pronoun "I"
- punctuation
  – periods
  – exclamation points
  – question marks at the end of sentences
- spelling
  - high-frequency words
  - three-and four-letter short-vowel words

(see Instructional Appendices: Composite Matrix and Spelling)

1-4.7 Use appropriate spacing between words.

1-4.8 Use appropriate word formation by writing from left to right the letters that spell a word.

1-4.9 Identify sounds orally and in writing by segmenting words.

WRITING

Producing Written Communications in a Variety of Forms

Standard 1-5   The student will write for a variety of purposes and audiences.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

1-5.1   Create written communications (for example, thank you notes) for a specific audience.

1-5.2   Create narratives (for example, stories and journal entries about people, places, actions, or things).

1-5.3   Create written pieces that describe personal experiences, people, places, or things and that use words that appeal to the senses.

1-5.4   Create written pieces (for example, simple rhymes and poems) to entertain others.

RESEARCHING

Applying the Skills of Inquiry and Oral Communication

Standard 1-6   The student will access and use information from a variety of sources.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

1-6.1   Generate *how* and *why* questions about a topic of interest.
1-6.2   Use print sources of information (for example, books, newspapers, pictures, charts, and graphs) and nonprint media to access information.
1-6.3   Create categories (for example, plants and animals) to classify information.
1-6.4   Use the Internet with the aid of a teacher.
1-6.5   Use complete sentences when orally presenting information.
1-6.6   Follow one- and two-step oral directions.

READING

Understanding and Using Literary Texts

Standard 2-1   The student will read and comprehend a variety of literary texts in print and nonprint formats.

Students in grade two read four major types of literary texts: **fiction, literary nonfiction, poetry,** and **drama**. In the category of **fiction**, they read the following specific types of texts: historical fiction, contemporary realistic fiction, picture books, folktales, fables, tall tales, and fantasy. In the category of **literary nonfiction**, they read autobiographical and biographical sketches. In the category of **poetry**, they read narrative poems, lyrical poems, humorous poems, and free verse.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

2-1.1	Analyze the details that support the expression of the main idea in a given literary text.
2-1.2	Analyze a given literary text to make, revise, and confirm predictions.
2-1.3	Understand the relationship between narration and point of view.
2-1.3	Analyze the text to determine the narrator.

2-1.4	Exemplify devices of figurative language (including simile) and sound devices (including onomatopoeia and alliteration).
2-1.4	Find examples of devices of figurative language (including simile) and sound devices (including onomatopoeia and alliteration).
2-1.5	Analyze a narrative text to identify characters, setting, and plot.
2-1.6	Understand the effect of the author's craft (for example, word choice and the use of repetition, on the meaning of a given literary text.
2-1.6	Explain the effect of the author's craft (for example, word choice and the use of repetition) on the meaning of a given literary text.
2-1.7	Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).

2-1.8	Explain the characteristics of works of fiction (including fables, folk tales and tall tales) and works of nonfiction (including biographies).
2-1.8	Classify works of fiction (including fables, tall tales, and folktales) by characteristics

2.1.9	Classify works of nonfiction (including biographies) by characteristics.
2-1.10	Explain cause-and-effect relationships in literary texts.

2-1.11	Carry out independent reading for extended periods of time for pleasure.
2-1.11	Read independently for extended periods of time for pleasure.

READING

Understanding and Using Informational Texts

Standard 2-2   The student will read and comprehend a variety of informational texts in print and nonprint formats.

Students in grade two read **informational (expository/persuasive/argumentative) texts** of the following types: informational trade books, textbooks, magazine articles. They also read directions, maps, time lines, graphs, tables, charts, schedules, recipes, and photos embedded in informational texts.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

2-2.1   Analyze the central idea and supporting evidence during classroom discussion of an informational text.

2-2.2   Analyze informational texts to draw conclusions and make inferences during classroom discussions.

2-2.3   Distinguish between facts and opinions in informational texts.

2-2.4   Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations).

2-2.5   Understand that headings, subheadings, and print styles (e.g., italics, bold, larger type) provide information to the reader.

2-2.5   Use headings, subheadings, and print styles (for example, italics, bold, larger type) to gain information.

2-2.6   Use graphic features (for example, illustrations, graphs, charts, maps, and diagrams) as sources of information.

2-2.7   Use functional text features (including tables of contents and glossaries).

2-2.7   Use functional text features (including tables of contents and glossaries) as sources of information.

2-2.8   Understand cause-and-effect relationships presented in informational texts.

2-2.8   Explain cause-and-effect relationships in informational texts.

2-2.9   Carry out independent reading for extended periods of time to gain information.

2-2.9   Read independently for extended periods of time to gain information.

READING

Building Vocabulary

Standard 2-3   The student will use word analysis and vocabulary strategies to read fluently.

Indicators

Indicators for this standard in kindergarten through grade two focus on beginning reading skills and strategies and support the five components—comprehension, fluency, phonemic awareness, phonics, and vocabulary—delineated by the National Reading Panel as central to a child's learning to read. These indicators will be assessed by the classroom teacher.

At second grade, the five components are supported. However, the comprehension component is specifically addressed under Standards 1 and 2. Phonemic Awareness is not eliminated, but should be addressed with individual students as needed.

The teacher should continue to address earlier indicators as they apply to more difficult texts.

Instructional Appendices are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

VOCABULARY DEVELOPMENT

2-3.1   Use context clues to determine the meaning of unfamiliar words.

2-3.2   Construct meaning through a knowledge of base words, prefixes (including *un-, re-, pre-, bi-, mis-, dis-*) and suffixes (including *-er, -est, -ful*) in context.

2-3.3   Recognize high-frequency words in context. *(see Instructional Appendix: High Frequency Words)*

2-3.4   Identify idioms in context.

2-3.5   Recognize synonyms, antonyms, and homonyms in context.

2-3.6   Use a knowledge of individual words to determine the meaning of compound words.

PHONICS

2-3.7   Use a knowledge of spelling patterns and high-frequency words to read fluently *(see Instructional Appendix: High Frequency Words)*.

2-3.8   Analyze spelling patterns in context and parts of multisyllabic words (for example, onsets and rimes).

2-3.9   Spell frequently used, irregular words correctly (for example, was, were, says, said, who, what, why). *(see Instructional Appendix: Spelling)*.

2-3.10   Spell basic short-vowel, long-vowel, *r-* controlled, and consonant-blend patterns correctly. *(see Instructional Appendix: Spelling)*.

2-3.11	Spell high frequency words. *(see Instructional Appendix: High Frequency Words.)*
2-3.12	Apply a knowledge of alphabetizing a series of words to the second and third letters.

FLUENCY

2-3.13	Use techniques, for example, phrasing and expression to read fluently.
2-3.13	Use appropriate rate, word automaticity, phrasing and expression to read fluently *(see Support Documents for Fluency).*

WRITING

Developing Written Communications

Standard 2-4   The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

Indicators

> The teacher should continue to address earlier indicators as they apply to more difficult texts.
>
> Instructional Appendices are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

2-4.1   Generate ideas for writing using prewriting techniques (for example, creating lists, having discussions, and examining literary models).

2-4.2   Use complete sentences (including simple sentences with compound subjects and predicates) in writing.

2-4.3   Create a paragraph that follows a logical sequence and uses transitional words.

2-4.3   Create a paragraph that follows a logical sequence (including a beginning, middle, and end) and uses transitional words.

2-4.4   Use the conventions of written Standard American English (including those regarding personal pronouns and the distinction between common and proper nouns and singular and plural noun forms).

2-4.4   Use grammatical conventions of Standard American English including
- personal pronouns,
- common and proper nouns, and
- singular and plural nouns.

(see Instructional Appendix: Writing Composite Matrix)

2-4.5   Use revision strategies to improve word choice and the logical progression of ideas in written work.

2-4.5   Revise the organization and development of content and the quality of voice in written works. *(see Instructional Appendix: Writing Composite Matrix)*

2-4.6   Use proofreading skills to edit for the correct use of written Standard American English:
- capitalization (including proper nouns, the initials of a person's name, courtesy titles , for example, Mr. and Ms., the days of the week and the months of the year, and the titles of books, poems, and songs);

- punctuation (including the use of apostrophes in contractions and commas in a series and in dates);
- quotation marks to show that someone is speaking; and
- the spelling of high-frequency words and words , for example, *was, were* and *says, said* that do not fit spelling patterns.

2-4.6   Edit for the correct use of written Standard American English including
- capitalization
  - proper nouns
  - initials of a person's name
  - courtesy titles (Mr., Ms.)
  - days of the week
  - months of the year
  - titles of books, poems, and songs
- punctuation
  - apostrophes in contractions
  - commas in a series
  - commas in dates
  - quotation marks to show someone is speaking
- spelling
  - words that do not fit regular spelling patterns (for example, was, were, says, said)
  - high frequency words
  - basic short-vowel, long-vowel, *r-* controlled, and consonant-blend patterns

(see Instructional Appendices: Spelling and High Frequency Words).

2-4.7   Use appropriate spacing between words when writing on a page.

2-4.8   Use correct letter formation when using manuscript or cursive writing.

WRITING

Producing Written Communications in a Variety of Forms

Standard 2-5   The student will write for a variety of purposes and audiences.

Indicators

> The teacher should continue to address earlier indicators as they apply to more difficult texts.

2-5.1   Create written communications (for example, directions and instructions) to inform a specific audience.

2-5.2   Create narratives (for example, stories and journal entries) that follow a logical sequence of events.

2-5.3   Create written pieces that describe objects, people, places, or events and that use words that appeal to the senses.

2-5.4   Create written pieces (for example, rhymes, poems, and songs) to entertain others.

RESEARCHING

Applying the Skills of Inquiry and Oral Communication

Standard 2-6   The student will access and use information from a variety of sources.

Indicators

> The teacher should continue to address earlier indicators as they apply to more difficult texts.

2-6.1   Generate *how* and *why* questions about a topic of interest.
2-6.2   Use a variety of print sources (for example, books, pictures, charts, graphs, diagrams, and picture dictionaries) and nonprint media to access information.
2-6.3   Create categories (for example, solids and liquids) to classify information.
2-6.4   Use the Internet with the aid of a teacher.
2-6.5   Use Standard American English when appropriate in conversations and discussions.

2-6.6   Understand and follow multistep directions.
2-6.6   Follow multistep directions.

READING

Understanding and Using Literary Texts

Standard 3-1   The student will read and comprehend a variety of literary texts in print and nonprint formats.

> Students in grade three read four major types of literary texts: **fiction, literary nonfiction, poetry, and drama**. In the category of **fiction**, they read the following specific types of texts: chapter books, adventure stories, historical fiction, contemporary realistic fiction, picture books, folktales, legends, fables, tall tales, myths, and fantasy. In the category of **literary nonfiction**, they read personal essays, autobiographical and biographical sketches, and speeches. In the category of **poetry**, they read narrative poems, lyrical poems, humorous poems, and free verse.

Indicators

> The teacher should continue to address earlier indicators as they apply to more difficult texts.

3-1.1   Summarize evidence that supports the main ideas of a given literary text.

3-1.2   Analyze a given literary text to make, revise, and confirm predictions and draw conclusions.

3-1.3	Understand the relationship between narration and point of view.
3-1.3	Analyze the text to determine first person point of view.

3-1.4	Exemplify devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).
3-1.4	Distinguish among devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).

3-1.5	Understand the relationship among characters, setting, and plot in a given literary text.
3-1.5	Analyze the relationship among characters, setting, and plot in a given literary text.

3-1.6	Understand the effect of the author's craft, for example, word choice and sentence structure, on the meaning of a given literary text.
3-1.6	Analyze the effect of the author's craft (for example, word choice and sentence structure) on the meaning of a given literary text.

3-1.7	Analyze the details that support the expression of the main idea in a given literary text.
3-1.8	Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).

3-1.9	Exemplify works of fiction (including fables, tall tales, and folktales) and works of nonfiction (including biographies).
3-1.9	Classify works of fiction (including fables, tall tales, and folktales) by characteristics.
3.1.10	Classify works of nonfiction (including biographies) by characteristics.

3-1.11	Understand the characteristics of poetry (including stanza, rhyme, and repetition).
3-1.11	Recognize the characteristics of poetry (including stanza, rhyme, and repetition).
3-1.12	Analyze cause-and-effect relationships in literary texts.
3-1.13	Carry out independent reading for extended periods of time for pleasure.
3-1.13	Read independently for extended periods of time for pleasure.

READING

Understanding and Using Informational Texts

Standard 3-2   The student will read and comprehend a variety of informational texts in print and nonprint formats.

> Students in grade three read **informational (expository/persuasive/argumentative) texts** of the following types: essays, historical documents, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, encyclopedia entries, book reviews, journals, and speeches. They also read directions, maps, time lines, graphs, tables, charts, schedules, recipes, and photos embedded in informational texts.

Indicators

> The teacher should continue to address earlier indicators as they apply to more difficult texts.

3-2.1   Summarize evidence that supports the central idea of a given informational text.

3-2.2   Analyze informational texts to draw conclusions and make inferences.

3-2.3   Distinguish between facts and opinions in informational texts.

3-2.4   Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations).

3-2.5   Understand that headings, subheadings, print styles, captions, and chapter headings provide information to the reader.

3-2.5   Use headings, subheadings, print styles, captions, and chapter headings to gain information.

3-2.6   Use graphic features (including illustrations, graphs, charts, maps, diagrams, and graphic organizers) as sources of information.

3-2.7   Use functional text features (including tables of contents, glossaries, and indexes).

3-2.7   Use functional text features (including tables of contents, glossaries, and indexes) as sources of information.

3-2.8   Analyze informational texts to identify cause-and-effect relationships.

3-2.9   Carry out independent reading for extended periods of time to gain information.

3-2.9   Read independently for extended periods of time to gain information.

READING

Building Vocabulary

Standard 3-3   The student will use word analysis and vocabulary strategies to read fluently.

Indicators

> The teacher should continue to address earlier indicators as they apply to more difficult texts.
>
> Instructional Appendices are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

3-3.1	Generate the meaning of unfamiliar and multiple-meaning words by using **context clues**.

3-3.2	Analyze the meaning of words by using a knowledge of base words and affixes.
3-3.2	Use base words and affixes to determine the meanings of words.

3-3.3	Interpret the meaning of idioms encountered in texts.

3-3.4	Recognize high-frequency words in texts.
3-3.4	Read high-frequency words in texts. *(see Instructional Appendix: High Frequency Words)*

3-3.5	Use context clues to determine the relationship between two or more words (including synonyms, antonyms, and homonyms).
3-3.6	Spell high frequency words. *(see Instructional Appendix: High Frequency Words.)*
3-3.7	Spell correctly

- words that have blends,
- contractions,
- compound words,
- orthographic patterns (for example, *qu*, consonant doubling, changing the ending of a word from -y to -ies when forming the plural),
- common homophones (for example, hair-hare*).*

(see Instructional Appendix: Spelling).

WRITING

Developing Written Communications

Standard 3-4   The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

Indicators

> The teacher should continue to address earlier indicators as they apply to more difficult texts.
>
> Instructional Appendices are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

3-4.1	Use prewriting techniques (for example, creating lists, having discussions, using graphic organizers, and using literary models) to organize written works.
3-4.1	Generate and organize ideas for writing using prewriting techniques (for example, creating lists, having discussions, and examining literary models).

3-4.2   Use complete sentences (including compound sentences) in writing.

3-4.3   Create paragraphs that include a topic sentence with supporting details and logical transitions.

3-4.4   Use the conventions of written Standard American English (including those regarding comparative and superlative adjectives; prepositional phrases; conjunctions, for example, *because, since, yet*, and *until*; and nominative- and objective-case pronouns).

3-4.4   Use grammatical conventions of written Standard American English including
  • comparative and superlative adjectives (good, better, best)
  • prepositional phrases
  • conjunctions, (*because, since, yet, until*)
  • nominative and objective case pronouns

(see Instructional Appendix: Writing Composite Matrix)

3-4.5	Use revision strategies to improve word choice and the logical progression of ideas in written works.
3-4.5	Revise the organization and development of content and the quality of voice in written works. (*see Instructional Appendix: Writing Composite Matrix*)

3-4.6   Use proofreading skills to edit for the correct use of written Standard American English:
- capitalization (including geographic names, holidays, and historical and special events);
- punctuation (including commas in addresses and in the greeting and closing in letters, commas in compound sentences, apostrophes in contractions and possessive nouns, and periods in abbreviations);
- the spelling of commonly used homonyms; and
- the indention of paragraphs.

3-4.6   Edit for the correct use of written Standard American English including
- capitalization
  - geographic names
  - holidays
  - historical and special events
- punctuation
  - commas in addresses
  - commas in the greeting and closing of letters
  - commas in compound sentences
  - apostrophes in contractions and possessive pronouns
  - periods in abbreviations
  - indentation of paragraphs
- spelling
  - misused homonyms
  - high frequency multi-syllabic words
  - words that have blends,
  - contractions,
  - compound words,
  - orthographic patterns (for example, *qu*, consonant doubling, changing the ending of a word from -y to -ies when forming the plural),

(see Instructional Appendixes: Spelling and Writing Composite Matrix)

| 3-4.7 | Use correct letter formation when using manuscript or cursive writing. |
| 3-4.7 | Use correct letter formation when using manuscript and cursive writing. |

WRITING

Producing Written Communications in a Variety of Forms

Standard 3-5   The student will write for a variety of purposes and audiences.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

3-5.1   Create written communications (for example, friendly letters that include a greeting, body, closing, and signature and invitations that include the time, date, and place of the event).

3-5.2   Create narratives that include characters and setting and follow a logical sequence.

3-5.3   Create written descriptions about people, places, or events (for example, those important to South Carolina history and current and personal events).

3-5.4   Create written pieces (for example, riddles or jokes) to entertain others.

Grade 3

RESEARCHING
Applying the Skills of Inquiry and Oral Communication

Standard 3-6   The student will access and use information from a variety of sources.

Indicators

> The teacher should continue to address earlier indicators as they apply to more difficult texts.

3-6.1	Generate a topic for inquiry.
3-6.2	Use print sources, for example, books, magazines, charts, graphs, diagrams, dictionaries, encyclopedias, atlases, and thesauri and nonprint media to access information.
3-6.2	Use print sources (for example, books, magazines, charts, graphs, diagrams, dictionaries, encyclopedias, atlases, and thesauri) and nonprint sources (for example, pictures, photographs, video and television) to access information.
3-6.3	Organize information by classifying or sequencing.
3-6.4	Paraphrase research information accurately and meaningfully.
3-6.5	Use the Internet as a source of information.
3-6.6	Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.
3-6.7	Use appropriate visual aids, for example, pictures, objects, and charts to support oral presentations.
3-6.7	Use appropriate visual aids (for example, pictures, objects, and charts) to support oral presentations.

READING

Understanding and Using Literary Texts

Standard 4-1   The student will read and comprehend a variety of literary texts in print and nonprint formats.

Students in grade four read four major types of literary texts: **fiction, literary nonfiction, poetry,** and **drama**. In the category of **fiction**, they read the following specific types of texts: chapter books, adventure stories, historical fiction, contemporary realistic fiction, picture books, folktales, legends, fables, tall tales, and myths. In the category of **literary nonfiction**, they read personal essays, autobiographical and biographical sketches, and speeches. In the category of **poetry**, they read narrative poems, lyrical poems, humorous poems, and free verse.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

4-1.6	Analyze the details that support the expression of the main idea in a given literary text.
4-1.1	Analyze literary texts to draw conclusions and make inferences.
4-1.2	Distinguish between first-person and third-person points of view.

4-1.3	Exemplify devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).
4-1.3	Distinguish among devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).

4-1.4	Understand characterization and its impact on conflict as the basis of plot.
4-1.4	Analyze the impact of characterization and conflict on plot.

4-1.5	Understand the effect of an author's craft, for example, word choice, sentence structure, the use of figurative language, and the use of dialogue on the meaning of literary texts.
4-1.5	Interpret the effect of an author's craft (for example, word choice, sentence structure, the use of figurative language, and the use of dialogue) on the meaning of literary texts.
4-1.6	Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).

4-1.8	Exemplify works of fiction (including fables, tall tales, and folktales) and works of nonfiction (including biographies and personal essays).
4-1.8	Classify works of fiction (including fables, tall tales, and folktales) and works of nonfiction (including biographies and personal essays) by characteristics.

4-1.9	Understand the characteristics of poetry (including stanza, rhyme, and repetition).
4-1.9	Recognize the characteristics of poetry (including stanza, rhyme, and repetition).
4-1.10	Analyze cause-and-effect relationships in literary texts.
4-1.11	Carry out independent reading for extended periods of time for pleasure.
4-1.11	Read independently for extended periods of time for pleasure.

READING

Understanding and Using Informational Texts

Standard 4-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.

> Students in grade four read **informational (expository/persuasive/argumentative) texts** of the following types: essays, historical documents, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, encyclopedia entries, reviews (e.g., book, movie, product), journals, and speeches. They also read directions, maps, time lines, graphs, tables, charts, schedules, recipes, and photos embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of **nonprint informational texts**.

Indicators

> The teacher should continue to address earlier indicators as they apply to more difficult texts.

4-2.1   Summarize evidence that supports the central idea of a given informational text.

4-2.2   Analyze informational texts to draw conclusions and make inferences.

4-2.3   Analyze informational texts to locate and identify facts and opinions.

4-2.4   Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations).

4-2.5   Understand that headings, subheadings, print styles, white space, captions, and chapter headings provide information to the reader.

4-2.5   Use headings, subheadings, print styles, white space, captions, and chapter headings to gain information.

4-2.6   Use graphic features (including illustrations, graphs, charts, maps, diagrams, and graphic organizers) as sources of information.

4-2.7   Use functional text features (including tables of contents, glossaries, indexes, and appendixes) as sources of information.

4-2.8   Analyze informational texts to identify cause-and-effect relationships.

4-2.9   Carry out independent reading for extended periods of time to gain information.

4-2.9   Read independently for extended periods of time to gain information.

READING

Building Vocabulary

Standard 4-3   The student will use word analysis and vocabulary strategies to read fluently.

Indicators

> The teacher should continue to address earlier indicators as they apply to more difficult texts.

4-3.1   Generate the meaning of unfamiliar and multiple-meaning words by using context clues (for example, those that provide an example or a definition).

4-3.2   Analyze the meaning of words by using a knowledge of base words and affixes.

4-3.2   Use base words and affixes to determine the meanings of words.

4-3.3   Interpret the meaning of idioms encountered in texts.

4-3.4   Spell correctly
- base words with suffixes and prefixes,
- multisyllabic words (for example, convention)

(see Instructional Appendix: Spelling).

WRITING

Developing Written Communications

Standard 4-4   The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

Indicators

> The teacher should continue to address earlier indicators as they apply to more difficult texts.
>
> Instructional Appendices are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

4-4.1	Use prewriting techniques to organize written works.
4-4.1	Generate and organize ideas for writing using prewriting techniques (for example, creating lists, having discussions, and examining literary models).

4-4.2   Use complete sentences in a variety of types (including simple and compound sentences) in writing.

4-4.3   Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.

4-4.4   Use the conventions of written Standard American English (including those regarding subject-verb agreement; past, present, and future verb tenses; conjunctions, for example, *although, while, neither*, and *nor*; adverbs of time, place, manner, and degree; and pronoun-antecedent agreement).

4-4.4   Use grammatical conventions of written Standard American English including.
- subject-verb agreement
- past present and future verb tenses
- conjunctions (for example, *although, while, neither, nor*)
- adverbs of time, place, manner, and degree
- pronoun-antecedent agreement

(see Instructional Appendix: Writing Composite Matrix)

4-4.5	Use revision strategies to improve word choice and the organization and development of ideas in written works.
4-4.5	Use revision strategies to improve the organization and development of content and the quality of voice in written works. *(see Instructional Appendix: Writing Composite Matrix)*

4-4.6   Use proofreading skills to edit for the correct use of written Standard American English:

- capitalization (including the titles of works of art and publications, for example, magazines and newspapers, brand names, proper adjectives, and the names of organizations);
- quotation marks to indicate direct quotations or dialogue;
- underlining (or italics) to indicate the titles of separately published works , for example, books and magazines;
- quotation marks to indicate the titles of works (for example, articles, reports, chapters, and other short pieces published *within* separately published works); and
- punctuation between main clauses.

4-4.6   Edit for the correct use of written Standard American English including

- capitalization
  - titles of works of art
  - titles of magazines and newspapers
  - brand names
  - proper adjectives
  - names of organizations
- punctuation
  - quotations marks to indicate direct quotations or dialogue
  - quotations marks to indicate titles of works (for example, articles, reports, chapters, and other short pieces published *within* separately published works)
  - between main clauses
  - underlining or italics to indicate titles of separately published works (for example, books and magazines)
- spelling
  - base words with suffixes and prefixes
  - multisyllabic words

(see Instructional Appendixes: Writing Composite Matrix and Spelling)

WRITING

Producing Written Communications in a Variety of Forms

Standard 4-5   The student will write for a variety of purposes and audiences.

Indicators

> The teacher should continue to address earlier indicators as they apply to more difficult texts.

4-5.1   Create informational pieces, for example, postcards, flyers, letters, and e-mails that use language appropriate for the specific audience.

4-5.2   Create narratives containing details and a sequence of events that develop a plot.

4-5.3   Create written descriptions using language that appeals to the readers' senses.

4-5.4   Create written pieces (for example, skits or plays) to entertain others.

RESEARCHING

Applying the Skills of Inquiry and Oral Communication

Standard 4-6   The student will access and use information from a variety of sources.

Indicators

> The teacher should continue to address earlier indicators as they apply to more difficult texts.

4-6.1   Clarify and refine a research topic.

4-6.2   Use print sources (for example, books, magazines, charts, graphs, diagrams, dictionaries, encyclopedias, atlases, thesauri, newspapers, and almanacs) and nonprint media to access information.

4-6.3   Organize information by classifying or sequencing.

4-6.4   Paraphrase research information accurately and meaningfully.

4-6.5   Create a list of sources that contains information (including the author and title of a publication) necessary to properly credit and document the work of others.

4-6.6   Use the Internet with the aid of a teacher.

4-6.6   Use the Internet as a source of information.

4-6.7   Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.

4-6.8   Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.

READING

Understanding and Using Literary Texts

Standard 5-1   The student will read and comprehend a variety of literary texts in print and nonprint formats.

> Students in grade five read four major types of literary texts: **fiction, literary nonfiction, poetry,** and **drama**. In the category of **fiction**, they read the following specific types of texts: chapter books, adventure stories, historical fiction, contemporary realistic fiction, science fiction, picture books, folktales, legends, tall tales, and myths. In the category of **literary nonfiction**, they read personal essays, autobiographical and biographical sketches, and speeches. In the category of **poetry**, they read narrative poems, lyrical poems, humorous poems, and free verse.

Indicators

> The teacher should continue to address earlier indicators as they apply to more difficult texts.

5-1.1   Analyze literary texts to draw conclusions and make inferences.

5-1.2   Differentiate among the first-person, limited-omniscient (third person), and omniscient (third person) points of view.

5-1.3   Interpret devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).

5-1.4   Analyze literary texts to distinguish between direct and indirect characterization.

5-1.5   Understand the effect of an author's craft (for example, tone and the use of figurative language, dialogue, and imagery) on the meaning of literary texts.
5-1.5   Interpret the effect of an author's craft (for example, tone and the use of figurative language, dialogue, and imagery) on the meaning of literary texts.

5-1.6   Analyze the details that support the expression of the main idea in a given literary text.

5-1.7   Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).

5-1.8   Exemplify the characteristics of types of fiction (including legends and myths) and types of nonfiction (including speeches and personal essays).
5-1.8   Analyze types of fiction (including legends and myths) and types of nonfiction (including speeches and personal essays) by characteristics.

5-1.9   Understand the characteristics of poetry (including stanza, rhyme scheme, repetition and refrain).

5-1.10   Predict events in literary texts on the basis of cause-and-effect relationships.

5-1.11	Carry out independent reading for extended periods of time for pleasure.
5-1.11	Read independently for extended periods of time for pleasure.

Grade 5

READING

Understanding and Using Informational Texts

Standard 5-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.

Students in grade five read **informational (expository/persuasive/argumentative) texts** of the following types: essays, historical documents, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, encyclopedia entries, reviews (e.g., book, movie, product), journals, and speeches. They also read directions, maps, time lines, graphs, tables, charts, schedules, recipes, and photos embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of **nonprint informational texts**.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

5-2.1   Summarize the central idea and supporting evidence of a given informational text.

5-2.2   Analyze informational texts to draw conclusions and make inferences.

5-2.3   Analyze a given text to detect author bias by locating indicators (for example, unsupported opinions).

5-2.4   Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations).

5-2.5   Understand that titles, print styles, chapter headings, captions, subheadings, and white space provide information to the reader.

5-2.5   Use titles, print styles, chapter headings, captions, subheadings, and white space to gain information.

5-2.6   Use graphic features (including illustrations, graphs, charts, maps, diagrams, and graphic organizers) as sources of information.

5-2.7   Use functional text features (including tables of contents, glossaries, indexes, and appendixes).

5-2.8   Predict events in informational texts on the basis of cause-and-effect relationships.

5-2.9   Carry out independent reading for extended periods of time to gain information.

5-2.9   Read independently for extended periods of time to gain information.

READING

Building Vocabulary

Standard 5-3 The student will use word analysis and vocabulary strategies to read fluently.

Indicators

> The teacher should continue to address earlier indicators as they apply to more difficult texts.
>
> Instructional Appendices are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

5-3.1 Use context clues (for example, those that provide an example, a definition, or a restatement) to generate the meanings of unfamiliar and multiple-meaning words.

5-3.2 Analyze the meaning of words by using a knowledge of Greek and Latin roots and affixes.

5-3.2 Use base words and affixes to determine the meanings of words within texts. *(see Instructional Appendix- Greek and Latin Roots and Affixes)*

5-3.3 Interpret the meaning of idioms and euphemisms encountered in texts.

5-3.4 Spell correctly:
- multi-syllabic constructions (for example, convention)
- double consonant patterns (for example, coffee, address, mattress, occasion)
- irregular vowel patterns in multisyllabic words (for example, always, awfully, noisy)

(see Instructional Appendix: Spelling).

Grade 5

WRITING

Developing Written Communications

Standard 5-4   The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

Indicators

> The teacher should continue to address earlier indicators as they apply to more difficult texts.

5-4.1	Use prewriting techniques to organize written works.
5-4.1	Generate and organize ideas for writing using prewriting techniques (for example, creating lists, having discussions, and examining literary models).

5-4.2   Use complete sentences in a variety of types (including simple, compound, and complex sentences) in writing.

5-4.3   Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.

5-4.4   Use the conventions of written Standard American English (including those regarding irregular comparative and superlative adjectives (for example, *good*, *better*, *best*) irregular adverbs; interjections; past participles of commonly misused verbs; and subject-verb and pronoun-antecedent agreement with collective nouns.

5-4.4   Use grammatical conventions of written Standard American English including
- irregular comparative and superlative adjectives
- irregular adverbs
- interjections
- past participles of commonly misused verbs
- subject-verb and pronoun-antecedent agreement with collective nouns

(see Instructional Appendix: Writing Composite Matrix)

5-4.6	Use revision strategies to improve word choice and the organization and development of ideas in written works.
5-4.6	Use revision strategies to improve the organization and development of content and the quality of voice in written works. *(see Instructional Appendix: Writing Composite Matrix)*

5-4.5   Use proofreading skills to edit for the correct use of written Standard American English:
- capitalization (including the names of ethnic and national groups and the names of established religions and languages);

- punctuation (including colons and hyphens); and
- use of commonly confused words , for example, *affect* and *effect*.

5-4.5   Edit for the correct use of written Standard American English including
- capitalization
    - ethnic groups
    - national groups
    - established religions and languages
- punctuation
    - colon
    - hyphen
- spelling
    - commonly confused words
    - multi-syllabic constructions
    - double consonant patterns
    - irregular vowel patterns in multisyllabic words

(see Instructional Appendices: Spelling and Writing Composite Matrix).

Grade 5

WRITING

Producing Written Communications in a Variety of Forms

Standard 5-5   The student will write for a variety of purposes and audiences.

Indicators

> The teacher should continue to address earlier indicators as they apply to more difficult texts.

5-5.1   Create informational pieces (for example, book reviews and newsletter articles) that use language appropriate for the specific audience.

5-5.2   Create narratives that have a fully developed plot and a consistent point of view.

5-5.3   Create written descriptions using precise language and vivid details.

5-5.4   Create written pieces (for example, picture books, comic books, and graphic novels) to entertain a specific audience.

RESEARCHING

Applying the Skills of Inquiry and Oral Communication

Standard 5-6   The student will access and use information from a variety of sources.

Indicators

> The teacher should continue to address earlier indicators as they apply to more difficult texts.

5-6.1   Clarify and refine a research topic.

5-6.2   Use print sources (for example, books, magazines, charts, graphs, diagrams, dictionaries, encyclopedias, atlases, thesauri, newspapers, and almanacs) and nonprint media to access information.

5-6.3   Select information appropriate for the research topic.

5-6.4   Paraphrase research information accurately and meaningfully.

5-6.5   Create a list of sources that contains information (including author, title, and full publication details) necessary to properly credit and document the work of others.

5-6.6   Use the Internet as a source of information.

5-6.7   Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.

5-6.8   Use appropriate organizational strategies to prepare written works and oral and visual presentations.

5-6.9   Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.

Grade 6

READING

Understanding and Using Literary Texts

Standard 6-1   The student will read and comprehend a variety of literary texts in print and nonprint formats.

> Students in grade six read four major types of literary texts: **fiction, literary nonfiction, poetry,** and **drama**. In the category of **fiction**, they read the following specific types of texts: chapter books, adventure stories, historical fiction, contemporary realistic fiction, science fiction, folktales, tall tales, and myths. In the category of **literary nonfiction**, they read personal essays, classical essays, memoirs, autobiographical and biographical sketches, character sketches, and speeches. In the category of **poetry**, they read narrative poems, lyrical poems, humorous poems, and free verse.

Indicators

> The teacher should continue to address earlier indicators as they apply to more difficult texts.

6-1.1   Analyze literary texts to draw conclusions and make inferences.

6-1.2   Differentiate among the first-person, limited-omniscient (third person), and omniscient (third person) points of view.

6-1.3   Interpret devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).

6-1.4	Analyze the process of cause and effect and its impact on characters, setting, and conflict in a given literary text.
6-1.4	Analyze an author's development of characters, setting, and conflict in a given literary text.

6-1.5	Understand the effect of an author's craft (including tone and the use of flashback and foreshadowing) on the meaning of literary texts.
6-1.5	Interpret the effect of an author's craft (including tone and the use of flashback and foreshadowing) on the meaning of literary texts.

6-1.6   Compare/contrast main ideas within and across literary texts.

6-1.7   Create responses to literary texts through a variety of methods (for example, written works, auditory presentations, discussions, media productions, and the visual and performing arts).

6-1.8   Understand the characteristics of poetry (including stanza, rhyme scheme, repetition, and refrain) and drama (including stage directions and the use of monologues).

6-1.9	Exemplify the characteristics of types of fiction (including legends and myths) and types of nonfiction (including speeches and personal essays).
6-1.9	Analyze types of fiction (including legends and myths) and types of nonfiction (including speeches and personal essays) by characteristics.

6-1.10	Predict events in literary texts on the basis of cause-and-effect relationships.

6-1.11	Carry out independent reading for extended periods of time for pleasure.
6-1.11	Read independently for extended periods of time for pleasure.

READING

Understanding and Using Informational Texts

Standard 6-2   The student will read and comprehend a variety of informational texts in print and nonprint formats.

> Students in grade six read **informational (expository/persuasive/argumentative) texts** of the following types: essays, historical documents, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, encyclopedia entries, reviews (e.g., book, movie, product), journals, and speeches. They also read directions, maps, time lines, graphs, tables, charts, schedules, recipes, and photos embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of **nonprint informational texts**.

Indicators

> The teacher should continue to address earlier indicators as they apply to more difficult texts.

6-2.1   Analyze central ideas within and across informational texts.

6-2.2   Analyze informational texts to draw conclusions and make inferences.

6-2.3   Understand indicators of an author's bias (for example, the omission of relevant facts and statements of unsupported opinions).

6-2.3   Summarize an author's bias based on elements (for example, the omission of relevant facts and statements of unsupported opinions).

6-2.3   Summarize an author's bias based on indicators (for example, the omission of relevant facts and statements of unsupported opinions).

6-2.4   Create responses to informational texts through a variety of methods (for example, drawings, written works, oral presentations, and media productions).

6-2.5   Interpret information that text elements (for example, print styles and chapter headings) provide to the reader.

6-2.6   Interpret information from graphic features (for example, illustrations, graphs, charts, maps, diagrams, and graphic organizers.

6-2.7   Interpret information from functional text features (for example tables of contents and glossaries).

6-2.8   Predict events in informational texts on the basis of cause-and-effect relationships.

6-2.9   Exemplify the use of propaganda techniques (including testimonials and bandwagon) in informational texts.

6.2.9   Identify propaganda techniques (including testimonials and bandwagon) in informational texts.

6-2.10	Carry out independent reading for extended periods of time to gain information.
6-2.10	Read independently for extended periods of time to gain information.

Grade 6

READING

Building Vocabulary

Standard 6-3	The student will use word analysis and vocabulary strategies to read fluently.

Indicators

> The teacher should continue to address earlier indicators as they apply to more difficult texts.
>
> Instructional Appendices are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

6-3.1   Use context clues (for example, those that provide an example, a definition, or restatement) to generate the meanings of unfamiliar and multiple-meaning words.

6-3.2   Analyze the meaning of words by using a knowledge of Greek and Latin roots and affixes.

6-3.2   Analyze the meaning of words by using Greek and Latin roots and affixes within texts. (*see Instruction Appendix: Greek and Latin Roots and Affixes*)

6-3.3   Interpret the meaning of idioms and euphemisms encountered in texts.

6-3.4   Distinguish between the denotation and the connotation of a given word.

6-3.5   Spell new words using Greek and Latin roots and affixes. (*see Instructional Appendix: Greek and Latin Roots and Affixes*)

WRITING

Developing Written Communications

Standard 6-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

> The teacher should continue to address earlier indicators as they apply to more difficult texts.
>
> Instructional Appendices are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

Indicators

6-4.1	Use prewriting techniques to organize written works.
6-4.1	Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.

6-4.2 Use complete sentences in a variety of types (including simple, compound, and complex sentences) in writing.

6-4.3 Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.

6-4.4 Use the conventions of written Standard American English (including those regarding main and subordinate clauses, indefinite pronouns, pronoun-antecedent agreement, and consistent verb tenses).

6-4.4 Use grammatical conventions of written Standard American English including
- main and subordinate clauses
- indefinite pronouns
- pronoun-antecedent agreement
- consistent verb tenses

(see Instructional Appendix: Writing Composite Matrix)

6-4.5	Use revision strategies to improve clarity, tone, voice, and the development of ideas in written works.
6-4.5	Revise to improve clarity, tone, voice, content, and the development of ideas in written works. (*see Instructional Appendix: Writing Composite Matrix*)

6-4.6 Use proofreading skills to edit for the correct use of written Standard American English:
- the uses of the semicolon and
- the use of the comma to enclose appositives and to separate introductory clauses and long introductory phrases from the main body of sentences.

6-4.6 Edit for the correct use of written Standard American English including. (*see Instructional Appendix: Writing Composite Matrix*)

- punctuation
    - semicolon
    - commas to enclose appositives
    - commas to separate introductory clauses and phrases

6-4.7 Spell correctly using Standard American English.

Grade 6

WRITING

Producing Written Communications in a Variety of Forms

Standard 6-5   The student will write for a variety of purposes and audiences.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

6-5.1   Create informational pieces (for example, brochures, pamphlets, and reports) that use language appropriate for the specific audience.

6-5.2   Create narratives that have a fully developed plot and a consistent point of view.

6-5.3   Create written descriptions using precise language and vivid details.

6-5.4   Create persuasive writings (for example, print advertisements and commercial scripts) that develop a central idea with supporting evidence and use language appropriate for the specific audience.

Grade 6

RESEARCHING

Applying the Skills of Inquiry and Oral Communication

Standard 6-6   The student will access and use information from a variety of sources.

Indicators

> The teacher should continue to address earlier indicators as they apply to more difficult texts.

6-6.1   Clarify and refine a research topic.

6-6.2   Use direct quotations, paraphrasing, or summaries to incorporate into oral or written works the information gathered from a variety of research sources.

6-6.3   Create a list of sources that contains information (including author, title, and full publication details) necessary to properly credit and document the work of others.

6-6.3   Use a standardized system of documentation (for example, a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.

6-6.4   Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.

6-6.5   Use appropriate organizational strategies to prepare written works and oral and visual presentations.

6-6.6   Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.

6-6.7   Use a variety of print and electronic reference materials.

6-6.8   Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, and organizing information.

READING

Understanding and Using Literary Texts

Standard 7-1   The student will read and comprehend a variety of literary texts in print and nonprint formats.

Students in grade seven read four major types of literary texts: **fiction, literary nonfiction, poetry, and drama**. In the category of **fiction**, they read the following specific types of texts: chapter books, adventure stories, historical fiction, contemporary realistic fiction, science fiction, folktales, tall tales, and myths. In the category of **literary nonfiction**, they read personal essays, classical essays, memoirs, autobiographical and biographical sketches, character sketches, and speeches. In the category of **poetry**, they read narrative poems, lyrical poems, humorous poems, free verse, odes, songs/ballads, and epics.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

7-1.1   Analyze literary texts to draw conclusions and make inferences.

7-1.2   Explain the effect of point of view on a given narrative text.

7-1.3   Interpret devices of figurative language (including extended metaphor and oxymoron).

7-1.4   Analyze an author's development of the conflict and the individual characters as either static, dynamic, round, or flat in a given literary text.

7-1.5   Interpret the effect of an author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, and irony) on the meaning of literary texts.

7-1.6   Analyze a given literary text to determine its theme.

7-1.7   Create responses to literary texts through a variety of methods (for example, written works, oral presentations, media productions, and the visual and performing arts).

7-1.7   Create responses to literary texts through a variety of methods (for example, written works, auditory presentations, discussions, media productions, and the visual and performing arts).

7-1.8   Compare/contrast literary texts from various genre (for example, poetry, drama, novels, and short stories).

7-1.9   Carry out independent reading for extended periods of time for pleasure.

7-1.9	Read independently for extended periods of time for pleasure.

Grade 7

READING

Understanding and Using Informational Texts

Standard 7-2   The student will read and comprehend a variety of informational texts in print and nonprint formats.

> Students in grade seven read **informational (expository/persuasive/argumentative) texts** of the following types: essays, historical documents, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, encyclopedia entries, reviews (e.g., book, movie, product), journals, and speeches. They also read directions, maps, time lines, graphs, tables, charts, schedules, recipes, and photos embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of **nonprint informational texts**.

Indicators

> The teacher should continue to address earlier indicators as they apply to more difficult texts.

7-2.1   Analyze central ideas within and across informational texts.

7-2.2   Analyze information within and across texts to draw conclusions and make inferences.

7-2.3   Identify indicators of author bias (for example, word choice and the exclusion and inclusion of particular information).

7-2.4   Create responses to informational texts through a variety of methods (for example, drawings, written works, oral presentations, and media productions).

7-2.5   Analyze the impact that text elements (for example, print styles and chapter headings) have on the meaning of a given informational text.

7-2.6   Analyze information from graphic features (for example, charts and graphs) in informational texts.

7-2.7   Exemplify the use of propaganda techniques (including glittering generalities and name calling) in informational texts.

7.-2.7   Identify the use of propaganda techniques (including glittering generalities and name calling) in informational texts.

7-2.8   Carry out independent reading for extended periods of time to gain information.

7-2.8   Read independently for extended periods of time to gain information.

Grade 7

READING

Building Vocabulary

Standard 7-3   The student will use word analysis and vocabulary strategies to read fluently.

Indicators

> The teacher should continue to address earlier indicators as they apply to more difficult texts.
>
> Instructional Appendices are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

7-3.1	Use context clues (for example, those that provide an example, a definition, a restatement, or a comparison/contrast) to generate the meanings of unfamiliar and multiple-meaning words.
7-3.2	Analyze the meaning of words by using a knowledge of Greek and Latin roots and affixes.
7-3.2	Analyze the meaning of words by using Greek and Latin roots and affixes within texts. (*see Instruction Appendix: Greek and Latin Roots and Affixes*)
7-3.3	Interpret the meaning of idioms and euphemisms encountered in texts.
7-3.4	Interpret the connotations of words to understand the meaning of a given text.
7-3.5	Spell new words using Greek and Latin roots and affixes. (*see Instruction Appendix: Greek and Latin Roots and Affixes*)

WRITING

Developing Written Communications

Standard 7-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

Indicators

> The teacher should continue to address earlier indicators as they apply to more difficult texts.
>
> Instructional Appendices are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

7-4.1	Use prewriting techniques to organize written works.
7-4.1	Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.

7-4.2	Use complete sentences in a variety of types: simple, compound, complex, and compound-complex.
7-4.3	Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.

7-4.4 Use grammatical conventions. (See Composite Matrix)
  • reinforcement of conventions previously taught
7-4.4 Use grammatical conventions of written Standard American English including the reinforcement of conventions previously taught.
(see Instructional Appendix: Writing Composite Matrix)

7-4.5	Use revision strategies to improve clarity, tone, voice, and the development of ideas in written works.
7-4.5	Revise to improve clarity, tone, voice, content, and the development of ideas in written works. (*See Instructional Appendix- Writing Composite Matrix*)

7-4.6 Use proofreading skills to edit for the correct use of written Standard American English: the use of ellipses and parentheses.
7-4.6 Edit for the correct use of written Standard American English including
  – ellipses
  – parentheses
(see Instructional Appendix: Writing Composite Matrix)
7-4.7 Spell correctly using Standard American English.

WRITING

Producing Written Communications in a Variety of Forms

Standard 7-5 The student will write for a variety of purposes and audiences.

Indicators

> The teacher should continue to address earlier indicators as they apply to more difficult texts.

7-5.1 Create informational pieces (for example, books, movies, product reviews, and news reports) that use language appropriate for a specific audience.

7-5.2 Create narratives (for example, personal essays or narrative poems) that communicate the significance of an issue of personal importance and use language appropriate for the purpose and the audience.

7-5.3 Create descriptions for use in other modes of written works (for example, narrative, expository, or persuasive essays).

7-5.4 Create persuasive pieces (for example, letters to the editor or essays) that include a stated position with supporting evidence and are aimed at a specific audience.

Grade 7

RESEARCHING

Applying the Skills of Inquiry and Oral Communication

Standard 7-6   The student will access and use information from a variety of sources.

Indicators

> The teacher should continue to address earlier indicators as they apply to more difficult texts.

7-6.1   Clarify and refine a research topic.

7-6.2   Use direct quotations, paraphrasing, or summaries to incorporate into oral or written works the information gathered from a variety of research sources.

7-6.3   Create a list of sources that contains information (including author, title, and full publication details) necessary to properly credit and document the work of others.

7-6.3   Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.

7-6.4   Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.

7-6.5   Use appropriate organizational strategies to prepare written works and oral and visual presentations.

7-6.6   Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.

7-6.7   Use a variety of print and electronic reference materials.

7-6.8   Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, and selecting and organizing information.

Grade 8

READING

Understanding and Using Literary Texts

Standard 8-1 The student will read and comprehend a variety of literary texts in print and nonprint formats.

Students in grade eight read four major types of literary texts: **fiction, literary nonfiction, poetry, and drama**. In the category of **fiction**, they read the following specific types of texts: chapter books, adventure stories, historical fiction, contemporary realistic fiction, science fiction, folktales, tall tales, and myths. In the category of **literary nonfiction**, they read personal essays, classical essays, memoirs, autobiographical and biographical sketches, character sketches, and speeches. In the category of **poetry**, they read narrative poems, lyrical poems, humorous poems, free verse odes, songs/ballads, and epics.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

8-1.1	Compare/contrast ideas within and across literary texts to make inferences.
8-1.2	Explain the effect of point of view on a given literary text.
8-1.3	Interpret devices of figurative language (including extended metaphor, oxymoron, and paradox).
8-1.4	Analyze a given literary text to determine its theme.
8-1.5	Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony, and allusion) on the meaning of literary texts.
8-1.6	Create responses to literary texts through a variety of methods (for example, written works, auditory presentations, discussions, media productions, and the visual and performing arts).

8-1.7	Compare/contrast literary texts from various genres (for example, poetry, drama, novels, and short stories).
8-1.8	Carry out independent reading for extended periods of time for pleasure.
8-1.8	Read independently for extended periods of time for pleasure.

Grade 8

READING

Understanding and Using Informational Texts

Standard 8-2   The student will read and comprehend a variety of informational texts in print and nonprint formats.

Students in grade eight read **informational (expository/persuasive/argumentative) texts** of the following types: essays, historical documents, research reports, contracts, position papers (e.g., persuasive brochures, campaign literature), editorials, letters to the editor, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, encyclopedia entries, reviews (e.g., book, movie, product), journals, and speeches. They also read directions, schedules, and recipes embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of **nonprint informational texts**.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

8-2.1   Compare/contrast central ideas within and across informational texts.

8-2.2   Compare/contrast information within and across texts to draw conclusions and make inferences.

8-2.3   Analyze informational texts for indicators of author bias (for example, word choice and the exclusion and inclusion of particular information).

8-2.4   Create responses to informational texts through a variety of methods (for example, drawings, written works, oral presentations, and media productions).

8-2.5   Analyze the impact that text elements (for example, print styles and chapter headings) have on the meaning of a given informational text.

8-2.6   Analyze information from graphic features (for example, charts and graphs) in informational texts.

8-2.7   Exemplify the use of propaganda techniques (including card stacking, plain folks, and transfer) in informational texts.

8-2.8   Identify the use of propaganda techniques (including card stacking, plain folks, and transfer) in informational texts.

8-2.9   Carry out independent reading for extended periods of time to gain information.

8-2.9   Read independently for extended periods of time to gain information.

READING

Building Vocabulary

Standard 8-3   The student will use word analysis and vocabulary strategies to read fluently.

Indicators

> The teacher should continue to address earlier indicators as they apply to more difficult texts.
>
> Instructional Appendices are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

8-3.1   Use context clues, for example, those that provide an example, a definition, a restatement, or a comparison/contrast to generate the meanings of unfamiliar and multiple-meaning words.

8-3.2   Analyze the meaning of words by using a knowledge of Greek and Latin roots and affixes.

8-3.2   Analyze the meaning of words by using Greek and Latin roots and affixes within texts. (*see Instructional Appendix: Greek and Latin Roots and Affixes*)

8-3.3   Interpret the meaning of idioms and euphemisms encountered in texts.

8-3.4   Interpret the connotations of words to understand the meaning of a given text.

8-3.5   Spell new words using Greek and Latin roots and affixes. *(See Instructional Appendix: Greek and Latin Roots and Affixes)*

WRITING

Developing Written Communications

Standard 8-4   The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

Instructional Appendices are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

By the end of eighth grade, students should have mastered the concepts listed below. Review and/or reteaching may be necessary.

- Capitalization (first word of a sentence; the names of people; the pronoun "I"; proper nouns; the initials of a person's name; courtesy titles such as Mr. and Ms.; days of the week; months of the year; titles of books, poems, and songs; geographic names; holidays; historical and special events; titles of works of art; publications such as magazines and newspapers; brand names; proper adjectives; names of organizations; names of ethnic and national groups; names of established religions and languages)
- End punctuation (periods, exclamation points, and question marks)
- Periods in abbreviations
- Correct spelling (homonyms, commonly confused words)
- Apostrophes in contractions and possessive nouns
- Quotation marks to show dialogue, direct quotations, indicate titles (articles, reports, chapters, other short pieces)
- Indent paragraphs
- Underlining (or italics) to indicate the titles of separately published works such as books and magazines;
- Punctuation between main clauses
- Colons
- Hyphens
- Semicolons
- Commas (enclose appositives; items in a series; dates; addresses; greeting and closing in letters; compound sentences; separate introductory clauses and long introductory phrases from the main body of sentences)
- Ellipses
- Parentheses

8-4.1	Generate and organize ideas for writing using prewriting techniques.
8-4.1	Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.

8-4.2	Use complete sentences in a variety of types: simple, compound, complex, and compound-complex.
8-4.3	Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.

8-4.4	Use the conventions of written Standard American English.
8-4.4	Use grammatical conventions of written Standard American English including the reinforcement of conventions previously taught. *(see Instructional Appendix: Writing Composite Matrix*)

8-4.5	Use revision strategies to improve clarity, tone, voice, and the development of ideas in written works.
8-4.5	Revise to improve clarity, tone, voice, content, and the development of ideas in written works. (*see Instructional Appendix: Writing Composite Matrix)*

8-4.6	Use proofreading skills to edit for the correct use of written Standard American English (including the use of ellipses and parentheses).
8-4.6	Edit for the correct use of written Standard American English (including the use of ellipses and parentheses).
8-4.7	Spell correctly using Standard American English.

Grade 8

WRITING

Producing Written Communications in a Variety of Forms

Standard 8-5   The student will write for a variety of purposes and audiences.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

8-5.1   Create informational pieces (for example, reports and letters of request, inquiry, or complaint) that use language appropriate for the specific audience.

8-5.2   Create narratives (for example, memoirs that communicate the significance of particular personal relationships).

8-5.3   Create descriptions for use in other modes of written works (for example, narrative, expository, and persuasive essays).

8-5.4   Create persuasive pieces (for example, editorials, essays, or speeches) that support a clearly stated position with concrete evidence.

RESEARCHING

Applying the Skills of Inquiry and Oral Communication

Standard 8-6   The student will access and use information from a variety of sources.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

8-6.1	Clarify and refine a research topic.
8-6.2	Use direct quotations, paraphrasing, or summaries to incorporate into oral or written works the information gathered from a variety of research sources.
8-6.3	Create a list of sources that contains information (including author, title, and full publication details) necessary to properly credit and document the work of others.
8-6.3	Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.
8-6.4	Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.
8-6.5	Use appropriate organizational strategies to prepare written works and oral and visual presentations.
8-6.6	Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.
8-6.7	Use a variety of print and electronic reference materials.
8-6.8	Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, and organizing information.
8-6.8	Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility and selecting and organizing information.

English 1

READING

Understanding and Using Literary Texts

Standard E1-1   The student will read and comprehend a variety of literary texts in print and nonprint formats.

Students in English 1 read four major types of literary texts: **fiction, literary nonfiction, poetry,** and **drama**. In the category of **fiction**, they read the following specific types of texts: chapter books, adventure stories, historical fiction, contemporary realistic fiction, young adult novels, science fiction, folktales, myths, satires, parodies, allegories, and monologues. In the category of **literary nonfiction**, they read classical essays, memoirs, autobiographical and biographical sketches, and speeches. In the category of **poetry**, they read narrative poems, lyrical poems, humorous poems, free verse, odes, songs/ballads, and epics.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

E1-1.1   Compare/contrast ideas within and across literary texts to make inferences.

E1-1.2   Analyze the impact of point of view on literary texts.

E1-1.3   Interpret devices of figurative language (including extended metaphor, oxymoron, pun, and paradox).

E1-1.4   Analyze the relationship among character, plot, conflict and theme in a given literary text.

E1-1.5   Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony, and allusion) on the meaning of literary texts.

E1-1.6   Create responses to literary texts through a variety of methods (for example, written works, oral presentations, media productions, and the visual and performing arts).

E1-1.6   Create responses to literary texts through a variety of methods , for example, written works, oral presentations, discussion, media productions, and the visual and performing arts.

E1-1.7   Compare/contrast literary texts from various genres (for example: poetry, drama, novels, and short stories).

E1-1.8   Carry out independent reading for extended periods of time for pleasure

E1-1.8   Read independently for extended periods of time for pleasure.

READING

Understanding and Using Informational Texts

Standard E1-2   The student will read and comprehend a variety of informational texts in print and nonprint formats.

> Students in English 1 read **informational (expository/persuasive/argumentative) texts** of the following types: historical documents, research reports, essays (e.g., social, political, scientific, historical, natural history), position papers (e.g., persuasive brochures, campaign literature), editorials, letters to the editor, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, journals, speeches, reviews (e.g., book, movie, product), contracts, government documents, business forms, instruction manuals, product-support materials, and application forms. They also read directions, schedules, and recipes embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of **nonprint informational texts**.

Indicators

> The teacher should continue to address earlier indicators as they apply to more difficult texts.

E1-2.1   Compare/contrast theses within and across informational texts.

E1-2.2   Compare/contrast information within and across texts to draw conclusions and make inferences.

E1-2.3   Analyze informational texts for indicators (for example, word choice, the exclusion and inclusion of particular information, and unsupported opinions) of author bias

E1-2.4   Create responses to informational texts through a variety of methods (for example, drawings, written works, oral presentations, and media productions).

E1-2.5   Analyze the impact that text elements have on the meaning of a given informational text.

E1-2.6   Analyze information from graphic features (for example, charts and graphs) in informational texts.

E1-2.7	Analyze informational texts to identify propaganda techniques.
E1-2.7	Analyze propaganda techniques in informational texts.

E1-2.8	Carry out independent reading for extended periods of time to gain information.
E1-2.8	Read independently for extended periods of time to gain information.

English 1

READING

Building Vocabulary

Standard E1-3   The student will use word analysis and vocabulary strategies to read fluently.

Indicators

> The teacher should continue to address earlier indicators as they apply to more difficult texts.

E1-3.1   Use context clues to determine the meaning of technical terms and other unfamiliar words.

E1-3.2   Analyze the meaning of words by using Greek and Latin roots and affixes.

E1-3.3   Interpret euphemisms and connotations of words to understand the meaning of a given text.

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English 1

WRITING

Developing Written Communications

Standard E1-4   The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, correct use of the conventions of written Standard American English.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

Instructional Appendices are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

By the beginning of high school, students should have mastered the concepts listed below. Review and/or reteaching may be necessary.

- Capitalization (first word of a sentence; the names of people; the pronoun "I"; proper nouns; the initials of a person's name; courtesy titles such as Mr. and Ms.; days of the week; months of the year; titles of books, poems, and songs; geographic names; holidays; historical and special events; titles of works of art; publications such as magazines and newspapers; brand names; proper adjectives; names of organizations; names of ethnic and national groups; names of established religions and languages)
- End punctuation (periods, exclamation points, and question marks)
- Periods in abbreviations
- Correct spelling (homonyms, commonly confused words)
- Apostrophes in contractions and possessive nouns
- Quotation marks to show dialogue, direct quotations, indicate titles (articles, reports, chapters, other short pieces)
- Indent paragraphs
- Underlining (or italics) to indicate the titles of separately published works such as books and magazines;
- Punctuation between main clauses
- Colons
- Hyphens
- Semicolons
- Commas (enclose appositives; items in a series; dates; addresses; greeting and closing in letters; compound sentences; separate introductory clauses and long introductory phrases from the main body of sentences)
- Ellipses
- Parentheses

| E1-4.1 | Use prewriting techniques, for example, creating lists, having discussions, using graphic organizers, using models, and using outlines to organize written works. |
| E1-4.1 | Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines. |

| E1-4.2 | Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex). |
| E1-4.3 | Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support (for example, definitions and descriptions). |

| E1-4.4 | Use the conventions of written Standard American English. |
| E1-4.4 | Use grammatical conventions of written Standard American English including the reinforcement of conventions previously taught. |

| E1-4.5 | Use revision strategies to improve the organization and development of content and the quality of voice in written works. |
| E1-4.5 | Revise to improve clarity, tone, voice, content, and the development of ideas in written works. (*see Instructional Appendix: Writing Composite Matrix*) |

E1-4.6   Use proofreading skills to edit for the correct use of written Standard American English.

E1-4.6   Edit written pieces for correct use of Standard American English including

- subject-verb agreement
- pronoun-antecedent agreement
- agreement of nouns and their modifiers
- verb formation
- pronoun case
- formation of comparative and superlative adjectives and adverbs
- idiomatic usage

(*see Instructional Appendix: Writing Composite Matrix*)

E1-4.7   Spell correctly using Standard American English.

WRITING

Producing Written Communications in a Variety of Forms

Standard E1-5   The student will write for a variety of purposes and audiences.

Indicators

> The teacher should continue to address earlier indicators as they apply to more difficult texts.

E1-5.1   Create informational pieces (for example, letters of request, inquiry, or complaint) that use language appropriate for the specific audience.

E1-5.2   Create narratives (for example, personal essays, memoirs, or narrative poems) that use descriptive language to create tone and mood.

E1-5.3   Create descriptions for use in other modes of written works (for example, narratives and expository or persuasive pieces).

E1-5.4   Create persuasive pieces (for example: editorials, essays, speeches, or reports) that develop a clearly stated thesis and use support (for example, facts, statistics, and firsthand accounts).

E1-5.5   Produce technical pieces (for example, proposals, instructions, and process documentation) that use clear and precise language suitable for the purpose and audience.

RESEARCHING

Applying the Skills of Inquiry and Oral Communication

Standard E1-6 The student will access and use information from a variety of sources.

Indicators

> The teacher should continue to address earlier indicators as they apply to more difficult texts.

E1-6.1	Clarify and refine a research topic.
E1-6.2	Use direct quotations, paraphrasing, or summaries to incorporate into oral or written works the information gathered from a variety of research sources.
E1-6.3	Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.
E1-6.4	Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.
E1-6.5	Create written works and oral and visual presentations that are designed for a specific audience and purpose.
E1-6.5	Create written works and auditory and visual presentations that are designed for a specific audience and purpose.
E1-6.6	Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.
E1-6.7	Use a variety of print and electronic reference materials.
E1-6.8	Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, and organizing information.
E1-6.8	Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility and organizing information.

English 2

READING

Understanding and Using Literary Texts

Standard E2-1   The student will read and comprehend a variety of literary texts in print and nonprint formats.

Students in English 2 read four major types of literary texts: **fiction, literary nonfiction, poetry,** and **drama**. In the category of **fiction**, they read the following specific types of texts: chapter books, adventure stories, historical fiction, contemporary realistic fiction, young adult novels, science fiction, folktales, myths, satires, parodies, allegories, and monologues. In the category of **literary nonfiction**, they read classical essays, memoirs, autobiographical and biographical sketches, and speeches. In the category of **poetry**, they read narrative poems, lyrical poems, humorous poems, free verse, odes, songs/ballads, and epics.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

E2-1.1   Compare/contrast ideas within and across literary texts to make inferences.

E2-1.2   Analyze the impact of point of view on literary texts.

E2-1.3   Analyze devices of figurative language (including extended metaphor, oxymoron, and paradox).

E2-1.4   Analyze the relationship among character, plot, and theme in a given literary text.

E2-1.5   Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony, and allusion) on the meaning of literary texts.

E2-1.6   Create responses to literary texts through a variety of methods (for example, written works, oral presentations, media productions, and the visual and performing arts).

E2-1.6   Create responses to literary texts through a variety of methods (for example, written works, oral presentations, discussions, media productions, and the visual and performing arts).

E2-1.7   Compare/contrast literary texts from various genres (for example, poetry, drama, novels, and short stories).

E2-1.8   Carry out independent reading for extended periods of time for pleasure.

E2-1.8   Read independently for extended periods of time for pleasure.

READING

Understanding and Using Informational Texts

Standard E2-2   The student will read and comprehend a variety of informational texts in print and nonprint formats.

Students in English 2 read **informational (expository/persuasive/argumentative) texts** of the following types: historical documents, research reports, essays (e.g., social, political, scientific, historical, natural history), position papers (e.g., persuasive brochures, campaign literature), editorials, letters to the editor, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, journals, speeches, reviews (e.g., book, movie, product), contracts, government documents, business forms, instruction manuals, product-support materials, and application forms. They also read directions, schedules, and recipes embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of **nonprint informational texts**.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

E2-2.1   Compare/contrast theses within and across informational texts.

E2-2.2   Compare/contrast information within and across texts to draw conclusions and make inferences.

E2-2.3   Analyze informational texts for indicators of author bias (for example, word choice, the exclusion and inclusion of particular information, and unsupported opinion).

E2-2.4   Create responses to informational texts through a variety of methods (for example, drawings, written works, oral presentations, and media productions).

E2-2.5   Analyze the impact that text elements have on the meaning of a given informational text.

E2-2.6   Analyze information from graphic features (for example, charts and graphs) in informational texts.

E2-2.7	Analyze informational texts to identify propaganda techniques.
E2-2.7	Analyze propaganda techniques in informational texts.

E2-2.8	Carry out independent reading for extended periods of time to gain information.
E2-2.8	Read for extended periods of time to gain information.

READING

Building Vocabulary

Standard E2-3   The student will use word analysis and vocabulary strategies to read fluently.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

Instructional Appendices are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

E2-3.1   Use context clues to determine the meaning of technical terms and other unfamiliar words.

E2-3.2   Analyze the meaning of words by using Greek and Latin roots and affixes. *(see Instructional Appendix: Greek and Latin Roots and Affixes)*

E2-3.3   Interpret euphemisms and the connotations of words to understand the meaning of a given text.

WRITING

Developing Written Communications

Standard E2-4   The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

Instructional Appendices are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

By the beginning of high school, students should have mastered the concepts listed below. Review and/or reteaching may be necessary.

- Capitalization (first word of a sentence; the names of people; the pronoun "I"; proper nouns; the initials of a person's name; courtesy titles such as Mr. and Ms.; days of the week; months of the year; titles of books, poems, and songs; geographic names; holidays; historical and special events; titles of works of art; publications such as magazines and newspapers; brand names; proper adjectives; names of organizations; names of ethnic and national groups; names of established religions and languages)
- End punctuation (periods, exclamation points, and question marks)
- Periods in abbreviations
- Correct spelling (homonyms, commonly confused words)
- Apostrophes in contractions and possessive nouns
- Quotation marks to show dialogue, direct quotations, indicate titles (articles, reports, chapters, other short pieces)
- Indent paragraphs
- Underlining (or italics) to indicate the titles of separately published works such as books and magazines;
- Punctuation between main clauses
- Colons
- Hyphens
- Semicolons
- Commas (enclose appositives; items in a series; dates; addresses; greeting and closing in letters; compound sentences; separate introductory clauses and long introductory phrases from the main body of sentences)
- Ellipses
- Parentheses

E2-4.1	Use prewriting techniques , for example, creating lists, having discussions, using graphic organizers, using models, and using outlines to organize written works.

| E2-4.1 | Use prewriting techniques, discussions, graphic organizers, models, and outlines to organize written works. |
| E2-4.1 | Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines. |

| E2-4.2 | Use complete sentences in a variety of types in written works. |
| E2-4.2 | Use complete sentences in a variety of types (for example, simple, compound, complex, and compound-complex). |

E2-4.3 Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support (for example, definitions and descriptions).

| E2-4.4 | Use the conventions of written Standard American English. |
| E2-4.4 | Use grammatical conventions of written Standard American English including the reinforcement of conventions previously taught. |

E2-4.5 Use revision strategies to improve the organization and development of content and the quality of voice in written works.

E2-4.5 Revise to improve clarity, tone, voice, content, and the development of ideas in written works. (*see Instructional Appendix: Writing Composite Matrix*)

E2-4.6 Use proofreading skills to edit for the correct use of written Standard American English.

E2-4.6 Edit written pieces for the correct use of Standard American English including
- subject-verb agreement
- pronoun-antecedent agreement
- agreement of nouns and their modifiers
- verb formation
- pronoun case
- formation of comparative and superlative adjectives and adverbs
- idiomatic usage

E2-4.7 Spell correctly using Standard American English.

English 2

WRITING

Producing Written Communications in a Variety of Forms

Standard E2-5   The student will write for a variety of purposes and audiences.

Indicators

> The teacher should continue to address earlier indicators as they apply to more difficult texts.

E2-5.1	Produce clear and concise career-oriented/technical writings (for example, memos, business letters, résumés, technical reports, and information analyses).
E2-5.1	Create informational pieces (for example, letters of request, inquiry, or complaint) that use language appropriate for the specific audience.

E2-5.2	Create narratives (for example, personal essays, memoirs, and narrative poems) that use descriptive language to enhance setting and characterization.
E2-5.2	Create narrative pieces (for example, personal essays, memoirs, or narrative poems) that use figurative language and word choice to create tone and mood.

E2-5.3	Create descriptions for use in other modes of written works (for example, narratives and expository or persuasive pieces).
E2-5.3	Create descriptive pieces (for example, personal essays, travel writing, or restaurant reviews) that use sensory images and vivid word choice.

E2-5.4	Create persuasive writings (for example, editorials, essays, speeches, or reports) that address a specific audience and support a clearly stated thesis with facts, statistics, and/or first-hand accounts.
E2-5.4	Construct persuasive pieces (for example, editorials, essays, speeches, or reports) that develop a clearly stated thesis and use support (for example, facts, statistics, and first-hand accounts).
E2-5.5	Produce technical pieces (for example, proposals, instructions, and process documentation) that use clear and precise language suitable for the purpose and audience.

RESEARCHING

Applying the Skills of Inquiry and Oral Communication

Standard E2-6 The student will access and use information from a variety of sources.

Indicators

> The teacher should continue to address earlier indicators as they apply to more difficult texts.

E2-6.1 Clarify and refine a research topic.

E2-6.2 Use direct quotations, paraphrasing, or summarizing to incorporate into oral or written works the information gathered from a variety of research sources.

E2-6.3 Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.

E2-6.4 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.

E2-6.5 Create written works and oral and visual presentations that are designed for a specific audience and purpose.

E2-6.5 Create written works and auditory and visual presentations that are designed for a specific audience and purpose.

E2-6.6 Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.

E2-6.7 Use a variety of print and electronic reference materials.

E2-6.8 Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, and organizing information.

E2-6.8 Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.

English 3

READING

Understanding and Using Literary Texts

Standard E3   The student will read and comprehend a variety of literary texts in print and nonprint formats.

Students in English 3 read four major types of literary texts: **fiction, literary nonfiction, poetry,** and **drama**. In the category of **fiction**, they read the following specific types of texts: chapter books, adventure stories, historical fiction, contemporary realistic fiction, folktales, myths, satires, parodies, allegories, and monologues. In the category of **literary nonfiction**, they read classical essays, memoirs, autobiographical and biographical sketches, and speeches. In the category of **poetry**, they read narrative poems, lyrical poems, humorous poems, free verse, odes, songs/ballads, and epics.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

E3-1.1   Compare/contrast ideas within and across literary texts to make inferences.

E3-1.2   Evaluate the impact of point of view on literary texts.

E3-1.3   Evaluate devices of figurative language figurative language (including extended metaphor, oxymoron, and paradox).

E3-1.4   Evaluate the relationship among character, plot, and theme in a given literary text.

E3-1.4   Evaluate the relationship among character, plot, conflict, and theme in a given literary text.

E3-1.5   Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony, and allusion) on the meaning of literary texts.

E3-1.5   Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, motif, irony, and allusion) on the meaning of literary texts.

E3-1.6   Create responses to literary texts through a variety of methods , for example, written works, oral presentations, media productions, and the visual and performing arts.

E3-1.6   Create responses to literary texts through a variety of methods (for example, written works, oral presentations, discussions, media productions, and the visual and performing arts).

E3-1.7	Evaluate an author's use of genre to convey theme.

E3-1.8	Carry out independent reading for extended periods of time for pleasure.
E3-1.8	Read independently for extended periods of time for pleasure.

English 3

READING

Understanding and Using Informational Texts

Standard E3   The student will read and comprehend a variety of informational texts in print and nonprint formats.

> Students in English 3 read **informational (expository/persuasive/argumentative) texts** of the following types: historical documents, research reports, essays (e.g., social, political, scientific, historical, natural history), position papers (e.g., persuasive brochures, campaign literature), editorials, letters to the editor, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, journals, speeches, reviews (e.g., book, movie, product), contracts, government documents, business forms instruction manuals, product-support materials, and application forms. They also read directions, schedules, and recipes embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of **nonprint informational texts**.

Indicators

> The teacher should continue to address earlier indicators as they apply to more difficult texts.

E3-2.1   Evaluate theses within and across informational texts.

E3-2.2   Compare/contrast information within and across texts to draw conclusions and make inferences.

E3-2.3   Analyze informational texts for indicators of author bias (for example, word choice, the exclusion and inclusion of particular information, and unsupported opinion).

E3-2.4   Create responses to informational texts through a variety of methods (for example, drawings, written works, oral presentations, and media productions).

E3-2.6   Evaluate the impact that text elements have on the meaning of a given informational text.

E3-2.7   Evaluate information from graphic features (for example, charts and graphs) in informational texts.

E3-2.8   Evaluate informational texts to identify propaganda techniques.
E3-2.8   Evaluate propaganda techniques and rhetorical devices in informational texts.

E3-2.9   Carry out independent reading for extended periods of time to gain information.
E3-2.9   Read for extended periods of time to gain information.

English 3

READING

Building Vocabulary

Standard E3   The student will use word analysis and vocabulary strategies to read fluently.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

Instructional Appendices are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

E3-3.1   Use context clues to determine the meaning of technical terms and other unfamiliar words.

E3-3.2   Analyze the meaning of words by using knowledge of Greek and Latin roots and affixes.

E3-3.2   Analyze the meaning of words by using of Greek and Latin roots and affixes. *(see Instructional Appendix: Greek and Latin Roots and Affixes)*

E3-3.3   Understand how American history and culture have influenced the use and development of the English language.

E3-3.3   Explain how American history and culture have influenced the use and development of the English language.

English 3

WRITING

Developing Written Communications

Standard E3-4   The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, correct use of the conventions of written Standard American English.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

Instructional Appendices are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

By the beginning of high school, students should have mastered the concepts listed below. Review and/or reteaching may be necessary.

- Capitalization (first word of a sentence; the names of people; the pronoun "I"; proper nouns; the initials of a person's name; courtesy titles such as Mr. and Ms.; days of the week; months of the year; titles of books, poems, and songs; geographic names; holidays; historical and special events; titles of works of art; publications such as magazines and newspapers; brand names; proper adjectives; names of organizations; names of ethnic and national groups; names of established religions and languages)
- End punctuation (periods, exclamation points, and question marks)
- Periods in abbreviations
- Correct spelling (homonyms, commonly confused words)
- Apostrophes in contractions and possessive nouns
- Quotation marks to show dialogue, direct quotations, indicate titles (articles, reports, chapters, other short pieces)
- Indent paragraphs
- Underlining (or italics) to indicate the titles of separately published works such as books and magazines;
- Punctuation between main clauses
- Colons
- Hyphens
- Semicolons
- Commas (enclose appositives; items in a series; dates; addresses; greeting and closing in letters; compound sentences; separate introductory clauses and long introductory phrases from the main body of sentences)
- Ellipses
- Parentheses

E3-4.1	Use prewriting techniques (for example, creating lists, having discussions, using graphic organizers, using models, and using outlines) to organize written works.

E3-4.1	Use prewriting techniques (for example: creating lists, having discussions, using graphic organizers, using models, and using outlines) to organize written works.
E2-4.1	Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.

E3-4.2   Use complete sentences in a variety of types in written works.

E3-4.2   Use complete sentences in a variety of types (for example: simple, compound, complex, and compound-complex).

E3-4.3   Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support (for example, definitions and descriptions).

E3-4.4   Use the conventions of written Standard American English.

E3-4.4   Use the conventions of written Standard American English to clarify and enhance meaning, including
- internal and end of sentence punctuation
- commas to indicate appositives
- word placement to avoid ambiguity
- appropriate coordination and subordination
- relationship between/among clauses
- placement of modifiers
- shifts in construction

(see Instructional Appendix: Writing Composite Matrix)

E3-4.5   Use revision strategies to improve the organization and development of content and the quality of voice in written works.

E3-4.5   Revise to improve clarity, tone, voice, content, and the development of ideas in written works. (*see Instructional Appendix: Writing Composite Matrix*)

E3-4.6   Use proofreading skills to edit for the correct use of written Standard American English.

E3-4.6   Edit written pieces for the correct mechanics and usage of written Standard American English including
- subject-verb agreement
- pronoun-antecedent agreement
- agreement of nouns and their modifiers
- verb formation
- pronoun case
- formation of comparative or superlative adjectives and adverbs
- idiomatic usage.

E3-4.7   Spell correctly using Standard American English.

English 3

WRITING

Producing Written Communications in a Variety of Forms

Standard E3-5   The student will write for a variety of purposes and audiences.

Indicators

> The teacher should continue to address earlier indicators as they apply to more difficult texts.

E3-5.1	Produce clear and concise career-oriented/technical writings (for example, memos, business letters, résumés, technical reports, and information analyses).
E3-5.1	Create informational pieces (for example, letters of request, inquiry, or complaint) that use language appropriate for the specific audience.

E3-5.2	Create narratives (for example, personal essays, memoirs, or narrative poems) that use descriptive language to enhance voice and tone.
E3-5.2	Create narrative pieces (for example, personal essays, memoirs, or narrative poems) that use figurative language and word choice to create tone and mood.

E3-5.3	Create descriptions for use in other modes of written works (for example, narratives and expository or persuasive pieces).
E3-5.3	Create descriptive pieces (for example, personal essays, travel writing, or restaurant reviews) that use sensory images and vivid word choice.

E3-5.4	Create persuasive writings (for example, editorials, essays, speeches, or reports) that address a specific audience and use logical arguments supported by facts or expert opinions.
E3-5.4	Construct persuasive pieces (for example, editorials, essays, speeches, or reports) that develop a clearly stated thesis and use support (for example, facts, statistics, and firsthand accounts).
E3-5.5	Produce technical pieces (for example, proposals, instructions, and process documentation) that use clear and precise language suitable for the purpose and audience.
E3-5.6	Compose effective pieces of writing to respond to prompts in "on-demand" situations.

English 3

RESEARCHING

Applying the Skills of Inquiry and Oral Communication

Standard E3-6 The student will access and use information from a variety of sources.

Indicators

> The teacher should continue to address earlier indicators as they apply to more difficult texts.

E3-6.1 Clarify and refine a research topic.

E3-6.2 Use direct quotations, paraphrasing, or summarizing to incorporate into oral or written works the information gathered from a variety of research sources.

E3-6.3 Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.

E3-6.4 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.

E3-6.5 Create written works and oral and visual presentations that are designed for a specific audience and purpose.

E3-6.5 Create written works and auditory and visual presentations that are designed for a specific audience and purpose.

E3-6.6 Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.

E3-6.7 Use a variety of print and electronic reference materials.

E3-6.8 Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.

READING

Understanding and Using Literary Texts

Standard E4-1   The student will read and comprehend a variety of literary texts in print and nonprint formats.

Students in English 4 read four major types of literary texts: **fiction, literary nonfiction, poetry,** and **drama**. In the category of **fiction**, they read the following specific types of texts: adventure stories, historical fiction, contemporary realistic fiction, myths, satires, parodies, allegories, and monologues. In the category of **literary nonfiction**, they read classical essays, memoirs, autobiographical and biographical sketches, and speeches. In the category of **poetry**, they read narrative poems, lyrical poems, humorous poems, free verse, odes, songs/ballads, and epics.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

E4-1.1	Compare/contrast ideas within and across literary texts to make inferences.
E4-1.2	Evaluate the impact of point of view on literary texts.
E4-1.3	Evaluate devices of figurative language (including extended metaphor, oxymoron, and paradox).
E4-1.4	Evaluate the relationship among character, plot, and theme in a given literary text.
E4-1.5	Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, motif, irony, and allusion) on the meaning of literary texts.
E4-1.6	Create responses to literary texts through a variety of methods , for example, written works, oral presentations, media productions, and the visual and performing arts.
E4-1.6	Create responses to literary texts through a variety of methods , for example, written works, oral presentations, discussions, media productions, and the visual and performing arts.
E4-1.7	Evaluate an author's use of genre to convey theme.
E4-1.8	Carry out independent reading for extended periods of time to for pleasure.
E4-1.8	Read independently for extended periods of time to for pleasure.

English 4

READING

Understanding and Using Informational Texts

Standard E4-2   The student will read and comprehend a variety of informational texts in print and nonprint formats.

Students in English 4 read **informational (expository/persuasive/argumentative) texts** of the following types: historical documents, research reports, essays (e.g., social, political, scientific, historical, natural history), position papers (e.g., persuasive brochures, campaign literature), editorials, letters to the editor, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, journals, speeches, reviews (e.g., book, movie, product), contracts, government documents, business forms instruction manuals, product-support materials, and application forms. They also read directions, schedules, and recipes embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of **nonprint informational texts**.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

E4-2.1   Evaluate theses within and across informational texts.

E4-2.2   Compare/contrast information within and across texts to draw conclusions and make inferences.

E4-2.3   Analyze informational texts for indicators of author bias (for example, word choice, the exclusion and inclusion of particular information, and unsupported opinion).

E4-2.4   Create responses to informational texts through a variety of methods (for example, drawings, written works, oral presentations, and media productions).

E4-2.5   Carry out independent reading for extended periods of time to gain information.

E4-2.6   Evaluate the impact that text elements have on the meaning of a given informational text.

E4-2.7   Evaluate information from graphic features (for example, charts and graphs in informational texts).

E4-2.8   Evaluate informational texts to identify propaganda techniques.

E4-2.8   Evaluate propaganda techniques and rhetorical devices in informational texts.

READING

Building Vocabulary

Standard E4-3   The student will use word analysis and vocabulary strategies to read fluently.

Indicators

> The teacher should continue to address earlier indicators as they apply to more difficult texts.

E4-3.1   Use context clues to determine the meaning of technical terms and other unfamiliar words.

E4-3.2   Analyze the meaning of words by using knowledge of Greek and Latin roots and affixes.

E4-3.2   Analyze the meaning of words by using Greek and Latin roots and affixes. *(see Instructional Appendix: Greek and Latin Roots and Affixes)*

E4-3.3   Understand how British history and culture have influenced the use and development of the English language.

E4-3.3   Explain how British history and culture have influenced the use and development of the English language.

WRITING

Developing Written Communications

Standard E4-4   The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

Instructional Appendices are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

By the beginning of high school, students should have mastered the concepts listed below. Review and/or reteaching may be necessary.

- Capitalization (first word of a sentence; the names of people; the pronoun "I"; proper nouns; the initials of a person's name; courtesy titles such as Mr. and Ms.; days of the week; months of the year; titles of books, poems, and songs; geographic names; holidays; historical and special events; titles of works of art; publications such as magazines and newspapers; brand names; proper adjectives; names of organizations; names of ethnic and national groups; names of established religions and languages)
- End punctuation (periods, exclamation points, and question marks)
- Periods in abbreviations
- Correct spelling (homonyms, commonly confused words)
- Apostrophes in contractions and possessive nouns
- Quotation marks to show dialogue, direct quotations, indicate titles (articles, reports, chapters, other short pieces)
- Indent paragraphs
- Underlining (or italics) to indicate the titles of separately published works such as books and magazines;
- Punctuation between main clauses
- Colons
- Hyphens
- Semicolons
- Commas (enclose appositives; items in a series; dates; addresses; greeting and closing in letters; compound sentences; separate introductory clauses and long introductory phrases from the main body of sentences)
- Ellipses
- Parentheses

E4-4.1   Use prewriting techniques, discussions, graphic organizers, models, and outlines to organize written works.

E4-4.1	Use prewriting techniques (for example: creating lists, having discussions, using graphic organizers, using models, and using outlines to organize written works.
E2-4.1	Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.

E4-4.2	Use complete sentences in a variety of types in written works.
E4-4.2	Use complete sentences in a variety of types (for example, simple, compound, complex, and compound-complex).

E4-4.3	Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support (for example, definitions and descriptions).
E4-4.4	Use the conventions of written Standard American English.
E4-4.4	Use grammatical conventions of written Standard American English including reinforcing those previously taught.
E4-4.4	Use the conventions of written Standard American English to clarify and enhance meaning, including • internal and end of sentence punctuation • commas to indicate appositives • word placement to avoid ambiguity • appropriate coordination and subordination • relationship between/among clauses • placement of modifiers • shifts in construction

(see Instructional Appendix: Writing Composite Matrix)

E4-4.5	Use revision strategies to improve the organization and development of content and the quality of voice in written works.
E4-4.5	Revise to improve clarity, tone, voice, content, and the development of ideas in written works. (*see Instructional Appendix: Writing Composite Matrix*)

E4-4.6	Use proofreading skills to edit for the correct use of written Standard American English.
E4-4.6	Edit for the correct mechanics and usage of written Standard American English including • subject-verb agreement • pronoun-antecedent agreement • agreement of nouns and their modifiers • verb formation • pronoun case • formation of comparative or superlative adjectives and adverbs • idiomatic usage
E4-4.7	Spell correctly using Standard American English.

WRITING

Producing Written Communications in a Variety of Forms

Standard E4-5   The student will write for a variety of purposes and audiences.

Indicators

> The teacher should continue to address earlier indicators as they apply to more difficult texts.

E4-5.1   Produce clear and concise career-oriented/technical writings (for example, memos, business letters, résumés, technical reports, and information analyses).

E4-5.2   Create narratives (for example, personal essays, memoirs, and narrative poems) that use descriptive language to enhance voice and tone.

E4-5.3   Create descriptions for use in other modes of written works (for example, narratives and expository or persuasive pieces).

E4-5.4   Create persuasive writings (for example, editorials, essays, speeches, or reports) that address a specific audience and use logical arguments supported by facts or expert opinions.

E4-5.5   Produce technical pieces (for example, proposals, instructions, and process documentation) that use clear and precise language suitable for the purpose and audience.

E4-5.6   Compose effective pieces of writing to respond to prompts in "on-demand" situations.

RESEARCHING

Applying the Skills of Inquiry and Oral Communication

Standard E4-6   The student will access and use information from a variety of sources.

Indicators

> The teacher should continue to address earlier indicators as they apply to more difficult texts.

E4-6.1   Clarify and refine a research topic.

E4-6.2   Use direct quotations, paraphrasing, or summarizing to incorporate into oral or written works the information gathered from a variety of research sources.

E4-6.3   Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.

E4-6.4   Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.

E4-6.5   Create written works and oral and visual presentations that are designed for a specific audience and purpose.

E4-6.5   Create written works and auditory and visual presentations that are designed for a specific audience and purpose.

E4-6.6   Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.

E4-6.7   Use a variety of print and electronic reference materials.

E4-6.8   Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.

Composite Matrix for the
Introduction of Conventions of Grammar, Mechanics of Editing, Revision and Organizational Strategies, and Writing Products

Grade Level	Conventions of Grammar	Mechanics of Editing	Revision and Organizational Strategies	Writing Products
Grade 1	• personal pronouns • distinction between common and proper nouns • distinction between singular and plural nouns	**Capitalization:** • first word of a sentence • names of people • pronoun "I" **Punctuation:** • periods • exclamation points • question marks **Spelling:** • high frequency words	• word choice • use of simple sentences	**Narrative writing:** • stories • journal entries **Descriptive writing:** • personal experiences • people • places • things **Writing to entertain:** • rhymes • poems **Writing to communicate:** • thank you notes
Grade 2	**Reinforcement of the conventions taught in Grade 1**	**Capitalization:** • proper nouns • initials of a person's name • courtesy titles (Mr., Ms.) • days of the week • months of the year • titles of books, poems, and songs **Punctuation:** • apostrophes in contractions • commas in a series of dates • quotation marks to show someone is speaking **Spelling:** • words that do not fit regular spelling patterns such as was, were, says, said **Reinforcement of the mechanics previously taught**	• word choice • logical progression of ideas • use of simple sentences with compound subjects and predicates **Reinforcement of the strategies previously taught**	**Narrative writing:** • stories • journal entries that follow a logical sequence of events **Descriptive writing** about objects, people, places, or events that use words that appeal to the senses **Writing to entertain:** • rhymes • poems • songs **Writing to communicate:** • directions • instructions

Grade				
Grade 3	• comparative and superlative adjectives • prepositional phrases • conjunctions such as because, since, yet, until • nominative and objective-case pronouns	**Capitalization:** • geographic names • holidays • historical and special events **Punctuation:** • commas in addresses, and the greeting and closing of letters • apostrophes in contractions and possessive pronouns • periods in abbreviations **Spelling:** • commonly used homonyms	• word choice • logical progression of ideas • use of compound sentences • paragraphs that include topic sentences with supporting details and logical transitions • indentation of paragraphs	**Narrative writing** that includes characters and setting and follows a logical sequence **Descriptive writing** about people, places, or events such as those important to South Carolina history **Writing to entertain:** • riddles • jokes **Writing to communicate:** • friendly letters which include a greeting, body, closing, and signature • invitations which include the time, date, and place of the event
	Reinforcement of the conventions previously taught	**Reinforcement of the mechanics previously taught**	**Reinforcement of the strategies previously taught**	
Grade 4	• subject-verb agreement • past, present, and future verb tenses • conjunctions such as although, while, neither, nor • adverbs of time, place, manner, and degree • pronoun-antecedent agreement	**Capitalization**: • titles of works of art • titles of magazines and newspapers • brand names • proper adjectives • names of organizations **Punctuation:** • quotation marks to indicate direct quotations or dialogue • quotation marks to indicate titles of works such as articles, reports, chapters and other short pieces published within separately published works • between main clauses • underlining/italics to indicate titles of separately published works such as books and magazines	• word choice • organization and development of ideas • use of simple and compound sentences • multiple paragraph compositions that include a central idea with supporting details and appropriate transitions	**Narrative writing** that includes details and sequence of events that develops a plot **Descriptive writing** that appeals to the readers' senses **Writing to entertain:** • skits • plays **Writing to communicate:** • postcards • flyers • letters • e-mails
	Reinforcement of the conventions previously taught	**Reinforcement of the mechanics previously taught**	**Reinforcement of the strategies previously taught**	

Grade 5	• irregular comparative and superlative adjectives (good, better, best) • irregular adverbs • interjections • past participles of commonly misused verbs • subject-verb and pronoun-antecedent agreement with collective nouns	**Capitalization:** • ethnic groups • national groups • established religions and languages **Punctuation:** • colon • hyphen **Spelling:** commonly confused words such as affect and effect	• word choice • organization and development of ideas • use of simple, compound, and complex sentences • multiple paragraph compositions that include a central idea with supporting details with appropriate transitions	**Narrative writing** that includes a fully developed plot and consistent point of view **Descriptive writing** that uses precise language and vivid details **Writing to entertain:** • picture books • comic books • graphic novels **Writing to inform:** • book reviews • newsletter articles
	Reinforcement of the conventions previously taught	**Reinforcement of the mechanics previously taught**	**Reinforcement of strategies previously taught**	
Grade 6	• main and subordinate clauses • indefinite pronouns • pronoun-antecedent agreement • consistent verb tenses	**Punctuation:** • semicolon • commas to enclose appositives • commas to separate introductory clauses and phrases	• use of revision strategies to improve clarity, tone, voice, and the development of ideas • use of simple, compound, and complex sentences • multiple paragraph compositions that include a central idea with supporting details with appropriate transitions	**Narrative writing** that includes a fully developed plot and consistent point of view **Descriptive writing** that uses precise language and vivid details **Writing to inform:** • brochures • pamphlets • reports **Writing to persuade:** • print advertisements • commercial scripts
	Reinforcement of the conventions previously taught	**Reinforcement of the mechanics previously taught**	**Reinforcement of strategies previously taught**	

Grade 7	Reinforcement of the conventions previously taught	Punctuation: • ellipses • parentheses **Reinforcement of the mechanics previously taught**	• use of revision strategies to improve clarity, tone, voice, and the development of ideas • use of simple, compound, complex, and compound-complex sentences • multiple paragraph compositions that include a central idea with supporting details with appropriate transitions **Reinforcement of the strategies previously taught**	**Narrative writing** that communicates the significance of an issue of personal importance • personal essays • narrative poems **Descriptive writing** for use in other modes of writing such as narrative, expository, or persuasive essays **Writing to inform:** • book, movie, or product reviews • news reports **Writing to persuade:** • letters to the editor • essays on a stated position with supporting evidence
Grade 8	Reinforcement of the conventions previously taught	**Reinforcement of the mechanics previously taught**	• use of revision strategies to improve clarity, tone, voice, and the development of ideas • use of simple, compound, complex, and compound-complex sentences • multiple paragraph compositions that include a central idea with supporting details with appropriate transitions **Reinforcement of the strategies previously taught**	**Narrative writing** that communicates the significance of particular personal relationships • memoir **Descriptive writing** for use in other modes of writing such as narrative, expository, or persuasive essays **Writing to inform:** • letters of request, inquiry, or complaint **Writing to persuade:** • speeches • editorials • essays

English 1	Reinforcement of the conventions previously taught	Reinforcement of the mechanics previously taught	• use of simple, compound, complex, and compound-complex sentences • multiple paragraph compositions that have an introduction and conclusion, include a coherent thesis and use support such as definitions and descriptions • use of revision strategies to improve the organization and development of content and the quality of voice **Reinforcement of the strategies previously taught**	**Narrative writing** that uses descriptive language to create tone and mood • memoir • personal essays • narrative poems **Descriptive writing** for use in other modes of writing such as narrative, expository, or persuasive pieces **Writing to inform:** • letters of request, inquiry, or complaint **Persuasive writing** that develops a clearly stated thesis and uses support such as facts, statistics, and firsthand accounts: • speeches • editorials • essays • reports
English 2	Reinforcement of the conventions previously taught	Reinforcement of the mechanics previously taught	• use of a variety of sentences types • multiple paragraph compositions that have an introduction and conclusion, include a coherent thesis and use support such as definitions and descriptions • use of revision strategies to improve the organization and development of content and the quality of voice **Reinforcement of the strategies previously taught**	**Narrative writing** that uses descriptive language to enhance voice and tone • memoir • personal essays • narrative poems **Descriptive writing** for use in other modes of writing such as narrative, expository, or persuasive pieces **Persuasive writing** that develops a clearly stated thesis and uses support such as facts or expert opinions • speeches • editorials • essays • reports **Technical Writing:** • memos • business letters • resumes • technical reports • information analyses

English 3	Reinforcement of the conventions previously taught	Reinforcement of the mechanics previously taught	• use of a variety of sentences types • multiple paragraph compositions that have an introduction and conclusion, include a coherent thesis and use support such as definitions and descriptions • use of revision strategies to improve the organization and development of content and the quality of voice **Reinforcement of the strategies previously taught**	**Narrative writing** that uses descriptive language to enhance setting and characterization • memoir • personal essays • narrative poems **Descriptive writing** for use in other modes of writing such as narrative, expository, or persuasive pieces **Persuasive writing** that develops a clearly stated thesis and uses support such as facts, statistics, and firsthand accounts: • speeches • editorials • essays • reports **Technical Writing:** • memos • business letters • resumes • technical reports • information analyses
English 4	Reinforcement of the conventions previously taught	Reinforcement of the mechanics previously taught	• use of a variety of sentences types • multiple paragraph compositions that have an introduction and conclusion, include a coherent thesis and use support such as definitions and descriptions • use of revision strategies to improve the organization and development of content and the quality of voice **Reinforcement of the strategies previously taught**	**Narrative writing** that uses descriptive language to enhance setting and characterization • memoir • personal essays • narrative poems **Descriptive writing** for use in other modes of writing such as narrative, expository, or persuasive pieces **Persuasive writing** that develops a clearly stated thesis and uses support such as facts, statistics, and firsthand accounts: • speeches • editorials • essays • reports **Technical Writing:** • memos • business letters • resumes • technical reports • information analyses

High-Frequency Words

High-frequency words, often times referred to as sight words, are words that students encounter frequently in reading and writing. It is critical that readers and writers develop automatic recognition of these words. Comprehension begins to break down when students focus on trying to decode or sound out individual words. Learning to recognize high-frequency words by sight is critical to developing fluency in reading.

Some high-frequency words do not follow regular phonetic rules. They do not follow easy spelling patterns. For example, the words *cave, Dave, save, wave,* and *gave* follow the vowel-consonant-silent e pattern but the word *have* does not. Asking students to "sound out" words such as these may cause increased frustration for struggling readers. In order for students to remember words and for them to become automatic, they need many opportunities to experience and manipulate them.

Much of the English language has been adapted from other languages during its development. One sixth of English words survived from old English and almost all of those words are high-frequency words. High-frequency words are often classified in one of three groups. They may be

- non-phonetic words—those needing to be recognized by sight because they can't be sounded out (e.g., was, through).
- frequently occurring words—those needing to be recognized easily because they occur so often.
- high-interest words—those recognized by sight because they have special interest and/or emotional overtones for a child (e.g., mom, dad, love, birthday, McDonald's, Target, dinosaur, etc.).

When students have a thorough understanding and mastery of high-frequency or sight words, independent reading typically improves because this knowledge

- enables students to use context clues,
- increases students fluency and ease of reading,
- enables students to read greater amounts of material and for longer periods of time, and
- allows students to focus on comprehension of a text rather than on the decoding of individual words.

HIGH FREQUENCY WORDS CHART

In addition to these lists, words related to student interests (e.g., Nintendo, Barbie) or surroundings such as names of family members, friends, familiar places (e.g., McDonald's, BiLo) or things (e.g., Cheerios, HiC) should be included in a student's high-frequency or sight word vocabulary. Vocabulary used in the currently adopted reading series should also be added to these lists.

These word lists should not be memorized or taught in isolation. High-frequency or sight words are developed through extensive exposure to texts and a student's surroundings. High-frequency words should be recognized and read automatically. Students should remember and use the high frequency words previously learned.

KINDERGARTEN
K-3.4 Recognize high-frequency words.

a	come	go	jump	not	the	you
and	dad	help	little	one	three	
away	dog	hers	look	play	to	
big	down	I	make	red	two	
blue	find	in	me	run	up	
can	for	is	mom	said	we	
cat	funny	it	my	see	yellow	

GRADE ONE
1-3.4 Recognize high-frequency words encountered in texts.

after	came	good	live	one	she	walk
again	car	got	love	open	so	want
all	could	had	make	our	some	was
am	day	has	may	out	soon	well
an	did	have	more	over	stop	went
any	do	he	mother	pet	take	were
are	don't	her	must	play	thank	what
as	eat	here	name	please	that	when
ask	every	how	new	pretty	them	where
at	father	house	no	put	then	white
ate	fly	if	now	ran	there	who
be	four	into	not	ride	they	will
black	friend	jump	of	round	think	with
brown	from	just	off	said	time	yes

Posted August 13. 2007

bug	get	know	old	saw	this	
but	give	let	on	say	too	
by	going	like	once	school	under	

GRADE TWO
2-3.3   Recognize high-frequency words in context.

always	call	first	many	sister	thing	why
around	children	five	off	sit	trip	wish
because	cold	found	only	sleep	truck	won't
been	dear	gave	or	small	upon	work
before	didn't	goes	pull	sunny	us	would
best	does	green	rain	teacher	use	write
both	don't	his	read	tell	very	your
brother	family	its	right	their	wash	
buy	fast	made	sing	these	which	

GRADE THREE
3-3.4   Recognize high-frequency words in texts.

about	done	full	if	much	pretty	start
better	draw	got	keep	myself	seven	ten
bring	drink	grow	kind	never	shall	today
carry	eight	hold	laugh	only	show	together
clean	fall	hot	light	own	six	try
cut	far	hurt	long	pick	small	warm

Posted August 13. 2007

Greek and Latin Roots and Affixes

A study of Greek and Latin roots and affixes provides students with an understanding of word parts so that they can determine the meaning of unfamiliar words thereby increasing their spoken and written vocabulary. The study of word parts should not be done in isolation by having student's memorize lists of roots and affixes. Rather teachers should immerse students in rich oral and written language, fostering an interest of how words are developed and their meanings thus fostering an interest in vocabulary exploration. Students should remember and use roots and affixes previously learned.

Indicator: **Analyze the meanings of words using a knowledge of Greek and Latin roots and affixes.**

	Grade 5	Grade 6	Grade 7
Prefixes	extra-, inter-, semi-	con-/com-, multi-, sub-	ex-, intra-/intro-, super-
Greek and Latin Roots	G: geo, human, hydro, meter, port, sphere L: aqua, audi, dict, fac/fec/fic, spec/spect, terra, tri	G: auto, bio, ethno, graph, phone, photo, port, tele, therm/thermo L: lumen/luc/lum, magna, miss/mitt, mov/mot/mobil, reg, scrib, tend/tens/tenu, video/vis, viv/vict	G: demos, ec/eco, gen, logy, meter, mono, phyt, poly, proto, scope, zo/zoa L: cide, corp/corpus, cred, frater, liber, mater/matri, mut, omni, pater/patri, ver
Suffixes	-ation, -ous, -tion/-sion	-able/-ible, -fy, -ity,	-cian/-ician, -ic/-ical, -ness

	Grade 8	English 1	English 2
Prefixes	ad-, de-, mal-	ante-, im-/in-, post-	circum-, equi-, per-
Greek and Latin Roots	G: astro, chron, helio, hetero, homo, neo, paleo, syn/sym L: bene, fer, flex/flect, ject, pend, rupt, sol, stella, temp/tempo, voc	G: agog, alter, chron, cracy, hyper, morph, polis, theo L: cede, clud, duct, greg, nomen/nym, nov, prim/prime, sent/sens, solv/solute, trac/tract, vol, volu/volut/volv	G: anthro, archy, gamy, gyn/gyno, mania, path, phobia, psych, scope, soph L: annus, cap/capit, cent, cor/cord, homo, manu, milli, ped/pod, sect
Suffixes	-al, -ism, -ize	-ish, -less, -ment	-ary, -ence/-ance, -some,

	English 3	English 4
Prefixes	counter-, pro-, trans-	hyper-, hypo-, para-
Greek and Latin Roots	G: acid/acri, dyna, gram, meta, nomy, phil, phor, pyro, taxis L: ambul, amo/amat, cur/curs, fort/forc, gress, mem, muta, ortho, sequ, sol	G: algia, biblio, cata, cosmo, erg, gno/gnos, holo, mega, thesis, trop L: log, mag, mort, mot/mob, nat, sci, struct, vert, vore
Suffixes	-dom, -ine, -tude	-ate, -ist, -lent

Instructional Appendix
Spelling Resources

These resources are provided as a supplement to the indicators included in the _South Carolina English Language Arts Academic Standards_ which address spelling. See Standards 3 and 4 for specificity.

Stages of Spelling Development

According to research, children learn to spell in two distinct developmental stages. In phase 1, the learning to spell stage, the learner begins to develop a dictionary in his head. This phase, also called the alphabetic learning principal, usually takes the child about two years to develop. In the second phase, correct and automatic spelling, more specific word knowledge must be learned. During this phase, children concentrate on learning spelling patterns and they fine tune their knowledge of how words work while they grow in the number of words they can spell automatically and accurately. This phase usually lasts from second grade to sixth or eighth grade.

Phase I. Learning to Spell			
Gentry's Levels of Writing	**Gentry's Stages of Developmental Spelling**	**Spelling Curriculum to be Taught**	**Expected Competency**
Level 0 Writing: No ability to use letters	No ability to use invented spellings	Learning write one's name; the alphabet song; nursery rhymes and word play; use of techniques leading child to begin to invent level 1 spellings	Pre-kindergarten

Level 1 Writing: Use of letters with no matches to sound	Precommunicative Spelling	Use of techniques leading inventive spellers to Stage 2, plus a few correct spellings gleaned from writing	Beginning to middle of kindergarten
Level 2 Writing: Use of partial sound-letter matches	Semiphonetic Spelling	Use of techniques leading inventive spellers to Stage 3, plus a few correct spellings gleaned from writing	Middle to end of kindergarten
Level 3 Writing: Use of one letter for each sound`	Phonetic Spelling	Use of techniques leading inventive spellers to Level 4, plus a few a correct spellings gleaned from writing; correct spelling of some high frequency word families; the first grade corpus	Beginning to middle of first grade
Level 4 Writing: Use of chunks of phonics patterns	Transitional Spelling	Completion of first grade corpus, including correct spelling of CVC short-vowel patterns and some CVCe long-vowel patterns	Middle to end of first grade

Gentry, J. Richard, Ph.D. *The Science of Spelling: The Explicit Specifics That Make Great Readers and Writers (and Spellers!)*. Heinemann: Portsmouth, NH, 2004.

Phase II. Correct and Automatic Spelling		
New Learning	**Spelling Curriculum to be Taught**	**Expected Competency**
The 2nd Grade Corpus	High-frequency 2nd grade words, patterns, and principals	End of 2nd grade
The 3rd Grade Corpus	High-frequency 3rd grade words, patterns, and principals	End of 3rd grade

The 4th Grade Corpus	High-frequency 4th grade words, patterns, and principals	End of 4th grade
The 5th Grade Corpus	High-frequency 5th grade words, patterns, and principals	End of 5th grade
The 6th Grade Corpus	High-frequency 6th grade words, patterns, and principals	End of 6th grade
The 7th Grade Corpus	High-frequency 7th grade words, patterns, and principals	End of 7th grade
The 8th Grade Corpus	High-frequency 8th grade words, patterns, and principals	End of 8th grade

Gentry, J. Richard, Ph.D. *The Science of Spelling: The Explicit Specifics That Make Great Readers and Writers (and Spellers!)*. Heinemann: Portsmouth, NH, 2004.

Instructional Appendix
Suggested Reading Lists

Designed as a companion piece to South Carolina's English Language Arts Academic Standards, the selections on the South Carolina Reading List illustrate the quality and complexity of the materials to be read by students. The South Carolina Reading List should not be perceived as a required reading list for students nor is it meant to be an all-inclusive list.

The South Carolina Reading List was adapted from the Indiana English Language Arts Standards. The titles included on this list are reflective of the diversity of the students in our state and the cultures and eras from which students should read. The titles represent all genres, including the classics.

Teachers should use the South Carolina Reading List or the book list included in the currently adopted State Board of Education approved basal reading series their district is using.

Districts that are currently using additional curriculum resources such as the Anderson School District 5 Curriculum or the Janet Allen Curriculum Resource should continue to use and refer to these documents.

Teachers and parents should always carefully review titles on any list for suitability of content, reading level and interest before a book is read. This applies for all levels of readers – young children, adolescents, or young adults.

South Carolina Suggested Reading List
Grades K-2
Adapted from the state of Indiana

Designed as a companion piece to South Carolina's Academic Standards in English/Language Arts, the following selections of the South Carolina Reading List illustrate the quality and complexity of the suggested reading materials for students in Grades K-2. The South Carolina Reading List is not required reading nor is it meant to be all-inclusive. Teachers and parents are encouraged to review the selections to ensure suitability for the individual student.

Fiction: Picture Books and General Fiction	*Harold and the Purple Crayon* – Johnson, Crockett	*Ten Black Dots* – Crews, Donald
Amelia Bedelia (series) – Parish, Peggy	*Hattie and the Fox* – Fox, Mem	*There's an Alligator Under My Bed* – Mayer, Mercer
Anno's Journey – Anno, Mitsumasa	*Henry and Mudge* (series) Rylant, Cynthia	*The Three Little Pigs* – Kellogg, Steven
Arthur (series) – Brown, Marc	*If You Give a Mouse a Cookie* (series) – Numeroff, Laura	*The Ugly Duckling* – Andersen, Hans Christian
Baseball in the Barrio – Horenstein, Henry	*Just So Stories* – Kipling, Rudyard	*The Very Hungry Caterpillar* – Carle, Eric
A Bear Called Paddington (series) – Bond, Michael	*Lilly's Purple Plastic Purse*– Henkes, Kevin	*Where the Wild Things Are* Sendak, Maurice
Brown Bear, Brown Bear, What Do You See? – Martin, Bill, Jr.	*The Little Engine That Could* - Piper, Watty	*Winnie the Pooh* – Milne, A. A.
Caps for Sale – Slobodkina, Esphyr	*Lyle, Lyle Crocodile* – Waber, Bernard	**Folklore/Mythology**
The Cat in the Hat – Dr. Seuss	*Make Way for Ducklings* – McCloskey, Robert	*The Golden Goose* – Grimm, Jacob and Wilhelm
Corduroy – Freeman, Don	*The Mitten* – Brett, Jan	*Goldilocks and the Three Bears* – Brett, Jan
The Doorbell Rang – Hutchins, Pat	*The Mouse and the Motorcycle* – Cleary, Beverly	*La Cucaracha Martina: A Caribbean Folktale* – Moreton, David
Flossie and the Fox – McKissack, Patricia	*The Polar Express* – Van Allsburg, Chris	*Lon Po Po: A Red Riding Hood Story from China* – Young, Ed
Frog and Toad Are Friends (series) – Lobel, Arnold	*Rosie's Walk* – Hutchins, Pat	*Mufaro's Beautiful Daughters* - Steptoe, John
The Gingerbread Man – Aylesworth, Jim	*Song of the Swallows* – Politi, Leo	*The Story of Johnny Appleseed* - Aliki
The Giving Tree – Silverstein, Shel	*Stone Soup* – McGovern, Ann	*Three Billy Goats Gruff* – Asbjrnsen, Peter Christen
Goodnight Moon – Brown, Margaret Wise	*Sylvester and the Magic Pebble* – Steig, William	
Grandfather's Journey – Say, Allen	*The Tale of Peter Rabbit* – Potter, Beatrice	

The South Carolina Reading List is a suggested reading source for students and teachers. Check with your local district to see if there is a required reading list.

Poetry

The Big Red Barn –
Brown, Margaret Wise
Chicken Soup with Rice –
Sendak, Maurice
Child's Garden of Verses
–
Stevenson, Robert Lewis
The Dragons Are Singing Tonight –
Prelutsky, Jack
I Know an Old Lady Who Swallowed a Fly –
Rounds, Glen
Orchard Book of Nursery Rhymes –
Sutherland, Zena
Owl Moon –
Yolen, Jane
Sheep in a Jeep –
Shaw, Nancy
The Wheels on the Bus –
Zelinsky, Paul
You Read to Me, I'll Read to You –
Ciardi, John

Nonfiction

About Reptiles: A Guide for Children–
Sill, Cathryn P.
Anno's Math Games –
Anno, Mitsumasa
Around the World: Who's Been Here–
George, Lindsay Barrett
Baby Whale's Journey –
London, Jonathon
Building a House –
Barton, Byron
Check It Out!: The Book about Libraries –
Gibbons, Gail
A Child's Book of Art: Discover Great Paintings –
Micklethwait, Lucy
Corn Is Maize: The Gift of the Indians – Aliki
Digging Up Dinosaurs –
Aliki

Gorilla Walk –
Lewin, Ted and Betsy
Hello, Fish! Visiting the Coral Reef –
Earle, Sylvia
Here Is the African Savanna
Dunphy, Madeleine
Hottest, Coldest, Highest, Deepest –
Jenkins, Steve
How Big Is a Foot? –
Myllar, Rolf
How Tall, How Short, How Far Away–
Adler, David
Math Counts (series) –
Pluckrose, Henry
My Cheetah Family –
Barfuss, Matto H.
Once a Wolf –
Swinburne, Stephen
Outside and Inside Kangaroos -
Markle, Sandra
Pumpkin Circle: Story of a Garden –
Levenson, George
Sharks –
Gibbons, Gail
Tornadoes –
Simon, Seymour

Biography/Autobiography

If Only I Had a Horn: Young Louis Armstrong –
Jenkins, Leonard
A Picture Book of George Washington Carver –
Adler, David
Duke Ellington –
Pinkney, Andrea
Galileo and the Magic Numbers –
Rosen, Sidney
Honest Abe –
Kunhardt, Edith
If a Bus Could Talk: The Story of Rosa Parks –
Ringgold, Faith
Wilma Unlimited –
Krull, Kathleen

Mark Twain? What Kind of Name Is That? –
Quakenbush, Robert

The South Carolina Reading List is a suggested reading source for students and teachers. Check with your local district to see if there is a required reading list.

The South Carolina Reading List is a suggested reading source for students and teachers. Check with your local district to see if there is a required reading list.

South Carolina Suggested Reading List
Grades 3-5
Adapted from the state of Indiana

Designed as a companion piece to South Carolina's Academic Standards in English/Language Arts, the following selections of the South Carolina Reading List illustrate the quality and complexity of the suggested reading materials for students in Grades 3 – 5. The South Carolina Reading List is not required reading nor is it meant to be all-inclusive. Teachers and parents are encouraged to review the selections to ensure suitability for the individual student.

Fiction: Classic and Contemporary

The Best Bad Thing – Uchida, Yoshiko
The Best Christmas Pageant Ever – Robinson, Barbara
Bill and Pete Go Down the Nile – de Paola, Tomie
A Boy of Old Prague – Ish-Kishor, Shulamith
Cam Jansen (series) – Adler, David
Charlotte's Web – White, E.B.
Class Clown – Hurwitz, Johanna
Felita – Mohr, Nicholessa
Freckle Juice – Blume, Judy
From the Mixed-Up Files of Mrs.Basil E. Frankweiler - Konigsburg, E.L.
The Hundred Dresses – Estes, Eleanor
In the Year of the Boar and Jackie Robinson – Lord, Bette Bao
Maniac Magee – Spinelli, Jerry
Misty of Chincoteague – Henry, Marguerite
Molly's Pilgrim – Cohen, Barbara
Poppy – Avi

Ramona (series) – Cleary, Beverly
Shiloh (trilogy) – Naylor, Phyllis Reynolds
Sounder – Armstrong, William
Stone Fox – Gardiner, John Reynolds
Tales of a Fourth Grade Nothing – Blume, Judy
Trumpet of the Swan – White, E.B.
Wayside School (series) – Sachar, Louis
Where the Red Fern Grows - Rawls, Wilson

Historical Fiction

The Courage of Sarah Noble - Dalgliesh, Alice
Journey to Topaz – Uchida, Yoshiko
Lily's Crossing – Giff, Patricia Reilly
Little House in the Big Woods(series) – Wilder, Laura Ingalls
Number the Stars – Lowry, Lois
Prairie Songs – Conrad, Pam
Sadako and the 1,000 Paper Cranes – Coerr, Eleanor
Sarah, Plain and Tall – MacLachlan, Patricia

Science Fiction/Fantasy

20,000 Leagues Under the Sea – Verne, Jules
Alice in Wonderland – Carroll, Lewis
Bridge to Terabithia – Paterson, Katherine
The Court of the Stone Children – Cameron, Eleanor
The Cricket in Times Square – Selden, George
James and the Giant Peach- Dahl, Roald
Mrs. Frisby and the Rats of Nimh – O'Brien, Robert C.
The Secret Garden – Burnett, Frances
This Place Has No Atmosphere – Danziger, Paula
The Wind in the Willows – Grahame, Kenneth
A Wrinkle in Time – L' Engle, Madeleine

Folklore/Tall Tales

John Henry: An American Legend – Keats, Ezra Jack
Paul Bunyon – Kellogg, Steven
Pecos Bill – Kellogg, Steven

The South Carolina Reading List is a suggested reading source for students and teachers. Check with your local district to see if there is a required reading list.

The First Strawberries: A Cherokee Story –
Bruchac, Joseph
How the Leopard Got His Spots –
Kipling, Rudyard
The Olympians: Great Gods and Goddesses of Ancient Greece –
Fisher, Leonard Everett
Saint George and the Dragon -
Hodges, Margaret

Poetry
Beat the Story-Drum, Pum-Pum –
Bryan, Ashley
From Sea to Shining Sea: A Treasury of American Folklore and Folk Songs –
Cohn, Amy
Hand in Hand: An American History Through Poetry –
Hopkins, Lee Bennett
Joyful Noise: Poems for Two Voices –
Fleischman, Paul
Nathaniel Talking –
Greenfield, Eloise
The New Kid on the Block
Prelutsky, Jack
Sing a Song of Popcorn: Every Child's Book of Poems –
White, M.and others
Snow Toward Evening: A Year in a River Valley –
Frank, Josette

Nonfiction
African Beginnings –
Haskins, James
Animal Defenses: How Animals Protect Themselves –
Kaner, Etta
Black Whiteness: Admiral Byrd Alone in the Antarctic –
Burleigh, Robert

Buddy: The First Seeing Eye Dog –
Moore, Eva
Castle –
Macaulay, David
Caves and Caverns –
Gibbons, Gail
Come Back, Salmon –
Cone, Molly
Counting on Frank: Level 4 –
Clement, Rod
Dive! My Adventures in the Deep Frontier –
Earle, Sylvia
DK Guide to Space: A Photographic Journey Through the Universe –
Bond, Peter
Dolphin Man: Exploring the World of Dolphins –
Pringle, Laurence
Exploding Ants: Amazing Facts About How Animals Adapt –
Settel, Joanne
An Extraordinary Life: Story of a Monarch Butterfly –
Pringle, Laurence
Fire! Fire! –
Gibbons, Gail
How Much Is a Million? –
Schwartz, David
The Magic School Bus (series)
Cole, Joanna
Mapping the World –
Johnson, Sylvia
Pyramid –
Macaulay, David
Reaching for Dreams: A Ballet from Rehearsal to Opening Night –
Kuklin, Susan
Shh! We're Writing the Constitution –
Fritz, Jean
Top of the World: Climbing Mount Everest –
Jenkins, Steve

Biography/Autobiography
The First Woman Doctor –
Baker, Rachel
Through My Eyes –
Bridges, Ruby
Where Do You Think You're Going ,Christopher Columbus?
Fritz, Jean
Frederick Douglass: The Black Lion –
McKissack, Patricia
Albert Einstein: Young Thinker
Hammontree, Marie
Benjamin Franklin –
D'Aulaire, Ingri
Ben and Me –
Lawson, Robert
Prince Henry the Navigator –
Fisher, Angela
The Land I Lost: Adventures of a Boy in Vietnam –
Huynh, Qhang Nhuong
Helen Keller: Courage in the Dark –
Hurwitz, Johanna
Lives of the Presidents –
Krull, Kathleen
Abe Lincoln's Hat –
Brenner, Martha
Charles Lindbergh: A Human Hero –
Giblin, James
Commodore Perry in the Land of the Shogun –
Blumberg, Rhoda
The Story of Sacajawea, Guide to Lewis and Clark –
Rowland, Della
The Secret Soldier: The Story of Deborah Sampson –
McGovern, Ann
Clara Schumann: Piano Virtuoso –
Reich, Susanna
Inspirations: Stories About Women Artists –
Sills, Leslie
Squanto: Friend of the Pilgrims
Bulla, Clyde Robert

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South Carolina Suggested Reading List
Grades 6-8
Adapted from the state of Indiana

Designed as a companion piece to South Carolina's Academic Standards in English/Language Arts, the following selections of the South Carolina Reading List illustrate the quality and complexity of the suggested reading materials for students in Grades 6 – 8. The South Carolina Reading List is not required reading nor is it meant to be all-inclusive. Teachers and parents are encouraged to review the selections to ensure suitability for the individual student.

Fiction: Classic and Contemporary

The Adventures of Tom Sawyer –
Twain, Mark
Anne of Green Gables –
Montgomery, Lucy Maud
The Cat Ate My Gymsuit –
Danziger, Paula
The Cay –
Taylor, Theodore
Child of the Owl –
Yep, Laurence
A Christmas Carol –
Dickens, Charles
Durango Street –
Bonham, Frank
Eyes of Darkness –
Highwater, Jamake
Firefly Summer –
Bulpre, Pura
Flowers for Algernon –
Keyes, Daniel
Ganesh –
Bosse, Malcolm
The Glory Field –
Myers, Walter Dean
Holes –
Sachar, Louis
Homecoming –
Voigt, Cynthia
Island of the Blue Dolphins -
O'Dell, Scott
The Islander –
Rylant, Cynthia
The Journey Home –
Uchida, Yoshiko

Lisa, Bright and Dark –
Neufield, John
M.C. Higgins, the Great –
Hamilton, Virginia
The Moves Make the Man –
Brooks, Bruce
My Side of the Mountain
George, Jean Craighead
Park's Quest –
Paterson, Katherine
The Pearl –
Steinbeck, John
Roll of Thunder, Hear My Cry –
Taylor, Mildred D.
Summer of My German Soldier –
Greene, Bette
Summer of the Swans –
Byars, Betsy
The True Confessions of Charlotte Doyle –
Avi
Year of Impossible Goodbyes –
Choi, Sook Nyui
The Yearling –
Rawlings, Marjorie Kinnan

Historical Fiction
Across Five Aprils –
Hunt, Irene
After the Dancing Days –
Rostkowski, Margaret
Bull Run –
Fleischman, Paul

Catherine, Called Birdy –
Cushman, Karen
Johnny Tremain –
Forbes, Esther
Lyddie –
Paterson, Katherine
The Night Journey –
Lasky, Kathryn
Out of the Dust –
Hesse, Karen
The Slave Dancer –
Fox, Paula
The Watsons Go to Birmingham –1963 –
Curtis, Christopher Paul
The Witch of Blackbird Pond
Speare, Elizabeth George

Science Fiction/Fantasy
Abel's Island –
Steig, William
The Book of Three –
Alexander, Lloyd.
Phantom Tollbooth –
Juster, Norton
The Shepherd Moon –
Hoover, H.M.
Swiftly Tilting Planet –
L' Engle, Madeleine
The Time Machine –
Wells, H.G.
Tuck Everlasting –
Babbitt, Natalie
A Wizard of Earthsea –
Le Guin, Ursula
Z for Zachariah –
O'Brien, Robert C.

The South Carolina Reading List is a suggested reading source for students and teachers. Check with your local district to see if there is a required reading list.

Mystery/Adventure
The Adventures of Sherlock Holmes–
Doyle, Arthur Conan
And Then There Were None
Christie, Agatha
Call of the Wild –
London, Jack
Hatchet –
Paulsen, Gary
Motel of the Mysteries –
Macauley, David
Stranded –
Mikaelsen, Ben
Treasure Island –
Stevenson, Robert Louis
The Westing Game –
Raskin, Ellen

Folklore/Mythology
American Tall Tales –
Osborne, Mary Pope
The Crest and the Hide (and other African stories)
Courlander, Harold
D'Aulaire's Norse Gods and Giants –
D'Aulaire, Ingri and Edgar
Favorite Folktales from Around the World –
Yolen, Jane
Jason and the Argonauts
Osborne, Mary Pope (ed.)
The People Could Fly: American Black Folktales
Hamilton, Virginia
Three Strong Women –
Stamm, Claus and Kazue Mizumura

Poetry
Selections from *Been to Yesterdays –*
Hopkins, Lee Bennet
Selections from *The Collected Poems of John Ciardi –*
Ciardi, John
Selections from *Custard and Company –*
Nash, Ogden

Selections from *The Dream Keeper and Other Poems –*
Hughes, Langston
Selections from *Ego Tripping and Other Poems for Young People*
Giovanni, Nikki
Selections from *Four Ancestors: Stories, Songs, and Poems from Native North America –*
Bruchac, Joseph
Selections from *Inner Chimes –*
Goldstein, Bobbye
"The Midnight Ride of Paul Revere" –
Longfellow, Henry Wadsworth
"Odes to Common Things"
Neruda, Pablo
Selections from *You Come Too –*
Frost, Robert

Short Stories
Selections from *Baseball in April and Other Stories*
Soto, Gary
"Boys and Girls" –
Munro, Alice
"The Celebrated Jumping Frog of Calaveras County" -
Twain, Mark
"Charles" –
Jackson, Shirley
"A Day's Wait" –
Hemingway, Ernest
Selections from *Eight Plus One –*
Cormier, Robert
"The Legend of Sleepy Hollow" –
Irving, Washington
"The Night the Bed Fell"–
Thurber, James
"Raymond's Run" –
Bambara, Toni Cade
.

Selections from *Somehow Tenderness Survives: Stories of Southern Africa–*
Rochman, Hazel (ed.)
"The Storyteller" –
Saki
"The Tell-Tale Heart" –
Poe, Edgar Allan
"Thank You Ma'am" –
Hughes, Langston
"Zlateh the Goat" –
Singer, Isaac Bashevis

Drama
Brian's Song –
Blinn, William
Inherit the Wind –
Lawrence, Jerome and Robert Lee
The Miracle Worker –
Gibson, William
The Mousetrap and Other Plays –
Christie, Agatha
Our Town –
Wilder, Thornton

Nonfiction
Across America on an Emigrant Train –
Murphy, Jim
The American Revolutionaries –
Meltzer, Milton
Bound for America: Forced Migration of Africans –
Haskins, James
The Brooklyn Bridge: They Said It Couldn't be Built –
St. George, Judith
Cathedral: The Story of its Construction –
Macaulay, David
Digger: The Tragic Fate of the California Indians –
Stanley, Jerry
Farewell to Manzanar –
Houston, Jeanne Watkazuki

The South Carolina Reading List is a suggested reading source for students and teachers. Check with your local district to see if there is a required reading list.

Girls Think of Everything: Stories of Ingenious Inventions by Women – Thimmesh, Catherine *The Great Fire* – Murphy, Jim *Hiroshima* – Hersey, John *History of Women in Science for Young People* – Epstein, Vivian *How the Future Began: Communications* – Wilson, Anthony *The I Hate Mathematics! Book* – Burns, Marilyn *Kennedy Assassinated! The World Mourns* – Hampton, William *Living Up the Street* – Soto, Gary *A Night to Remember* – Lord, Walter *Orphan Train Rider* – Warren, Andrea *Rosie the Riveter: Women Working on the Homefront in World War II*– Colman, Penny *Safari Beneath the Sea: The Wonder of the Pacific Northwest* – Swanson, Diane *Space Station Science: Life in Free Fall* – Dyson, Marianne *The Way Things Work* – Macaulay, David *When Justice Failed: The Fred Korematsu Story* – Chin, Steven A. **Biography/Autobiography** *King of the World: Muhammed Ali and the Rise of an American Hero*– Remnick, David *The Life and Death of Crazy Horse* – Freedman, Russell	*Amelia Earhart: Courage in the Sky*– Kerby, Mona *The Story of Thomas Alva Edison* – Cousins, Margaret *Zlata's Diary: A Child's Life in Sarajevo* – Filipovic, Zlata *The Diary of a Young Girl* Frank, Anne *Benjamin Franklin: The New American* – Meltzer, Milton *Homesick: My Own Story* Fritz, Jean *The Children of Willesden Lane: Beyond the Kindertransport* – Golabek, Mona and Lee Cohen *My Life with the Chimpanzees* – Goodall, Jane *All Creatures Great and Small* – Herriot, James *Thomas Jefferson: The Revolutionary Aristocrat* – Meltzer, Milton *On the Court with Michael Jordan* – Christopher, Matt *Lives of the Writers* – Krull, Kathleen *Eleanor Roosevelt: A Life of Discovery* – Freedman, Russell *Bully for You, Teddy Roosevelt* – Fritz, Jean *Sojourner Truth: Ain't I a Woman?* – McKissack, Patricia *Leonardo da Vinci: Artist, Inventor, and Scientist of the Renaissance* – Romei, Francesca *Ryan White: My Own Story* – White, Ryan	

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South Carolina Suggested Reading List
High School
Adapted from the state of Indiana

Designed as a companion piece to South Carolina's Academic Standards in English/Language Arts, the following selections of the South Carolina Reading List illustrate the quality and complexity of the suggested reading materials for students in high school. The South Carolina Reading List is not required reading nor is it meant to be all-inclusive. Teachers and parents are encouraged to review the selections to ensure suitability for the individual student.

Fiction: Classic and Contemporary		Historical Fiction
The Adventures of Augie March – Bellow, Saul	*If Beale Street Could Talk-* Baldwin, James	*All Quiet on the Western Front -* Remarque, Erich Maria
The Adventures of Huckleberry Finn – Twain, Mark	*In the Time of the Butterflies -* Alvarez, Julia	*Beyond the Burning Time* – Lasky, Kathryn
The Age of Innocence – Wharton, Edith	*The Joy Luck Club* – Tan, Amy	*A Farewell to Arms* – Hemingway, Ernest
Animal Farm – Orwell, George	*Of Mice and Men* – Steinbeck, John	*Freedom Road* – Fast, Howard
The Assistant – Malamud, Bernard	*A Portrait of the Artist as a Young Man* – Joyce, James	*The Grapes of Wrath* – Steinbeck, John
Autobiography of Miss Jane Pittman – Gaines, Ernest J.	*Pride and Prejudice* – Austen, Jane	*The Jungle* – Sinclair, Upton
The Bean Trees – Kingsolver, Barbara	*The Return of the Native* Hardy, Thomas	*My Antonia* – Cather, Willa
Bless Me, Ultima – Anaya, Rudolfo	*The Scarlet Letter* – Hawthorne, Nathaniel	*The Red Badge of Courage*– Crane, Stephen
Buried Onions – Soto, Gary	*Sense and Sensibility* – Austen, Jane	*A Tale of Two Cities* – Dickens, Charles
Catcher in the Rye – Salinger, J.D.	*A Separate Peace* – Knowles, John	*This Strange New Feeling* – Lester, Julius
Ceremony – Silko, Leslie Marmon	*Shoeless Joe* – Kinsella, W. P.	
The Contender – Lipsyte, Robert	*Silas Marner* – Eliot, George	**Science Fiction/Fantasy**
Davita's Harp – Potok, Chaim	*The Sound and the Fury-* Faulkner, William	*1984* – Orwell, George
Frankenstein – Shelley, Mary	*Things Fall Apart* – Achebe, Chinua	*2001: A Space Odyssey* – Clarke, Arthur C.
The Great Gatsby – Fitzgerald, F. Scott	*To Kill a Mockingbird* – Lee, Harper	*Brave New World* – Huxley, Aldus
House on Mango Street – Cisneros, Sandra	*To the Lighthouse* – Woolf, Virginia	*Fahrenheit 451* – Bradbury, Ray
	Typical American – Jen, Gish	*Foundation* – Asimov, Issac
		The Lord of the Rings – Tolkien, J. R. R.
		The Martian Chronicles – Bradbury, Ray

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Folklore/Fairy Tales/Mythology

The Acts of King Arthur and His Noble Knights – Steinbeck, John
Beowulf – author unknown
Greek Mythology – Hamilton, Edith
The Iliad – Homer
Le Morte D'Arthur – Malory, Sir Thomas
Mules and Men – Hurston, Zora Neale
North American Indian Mythology – Burland, Cottie Arthur
The Odyssey – Homer
The Once and Future King White, T.H.
The Power of Myth – Campbell, Joseph
Treasury of Irish Folklore– Colum, Padriac (ed.)

Poetry

"The Bean Eaters" – Brooks, Gwendolyn
The Canterbury Tales – Chaucer, Geoffrey
"Chicago" – Sandburg, Carl
Selections from *Collected Poems* – Eliot, T. S.
Selections from *The Collected Poems* – Plath, Sylvia
The Complete Poems of Emily Dickinson – Dickinson, Emily
"Easter 1916" and "Sailing to Byzantium" – Yeats, William Butler
"I Hear America Singing" and "O Captain! My Captain!" – Whitman, Walt

"I Wandered Lonely as a Cloud" – Wordsworth, William
"In Memoriam" – Tennyson, Alfred Lord
"One More Round" and "Human Family" – Angelou, Maya
Selections from *Poems of Pablo Neruda* – Neruda, Pablo
Selections from *The Poetical Works* – Shelley, Percy Bysshe
Selections from *The Poetry of Robert Frost* – Frost, Robert
"The Raven" and "Annabel Lee" – Poe, Edgar Allan
"The Rime of the Ancient Mariner" – Coleridge, Samuel Taylor
Selections from *Selected Poems of Langston Hughes*– Hughes, Langston
Selections from *Sonnets* – Keats, John
Selections from *Sonnets*– Shakespeare, William
Selections from *Spoon River Anthology* – Masters, Edgar Lee
"The Tiger" and "The Lamb" Blake, William

Short Stories

"Bartleby the Scrivner" – Melville, Herman
Selections from *The Best Short Stories* – Drieser, Theodore
Selections from *The Collected Short Stories* – Welty, Eudora
"The Egg" – Anderson, Sherwood
"Gift of the Magi" – Henry, O.

"The Life You Save May Be Your Own"– O'Conner, Flannery
"The Lottery" – Jackson, Shirley
"The Red Convertible" – Erdich, Louise
Selections from *Short Stories* – Chekov, Anton
Selections from *Tales and Poems of Edgar Allan Poe* – Poe, Edgar Allan
"Where Have You Been, Where Are You Going?" – Oates, Joyce Carol
"The White Heron" – Jewett, Sarah Orne
"Young Goodman Brown" – Hawthorne, Nathaniel

Drama

Antigone – Sophocles
The Crucible – Miller, Arthur
Death of a Salesman – Miller, Arthur
A Doll's House – Ibsen, Henrik
The Glass Menagerie – Williams, Tennessee
Hamlet – Shakespeare, William
Julius Caesar – Shakespeare, William
Macbeth – Shakespeare, William
Oedipus Rex – Sophocles
Pygmalion – Shaw, George Bernard
A Raisin in the Sun – Hansberry, Lorraine
Romeo and Juliet – Shakespeare, William
The Tempest – Shakespeare, William
Twelve Angry Men – Rose, Reginald
Waiting for Godot – Beckett, Samuel

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Essays and Speeches
"Choice: A Tribute to Martin Luther King, Jr." –
Walker, Alice
"Day of Infamy" –
Roosevelt, Franklin D.
"Declaration of Independence" –
Jefferson, Thomas
"Floyd Patterson: The Essence of a Competitor" –
Oates, Joyce Carol
"The Gettysburg Address"–
Lincoln, Abraham
"House Divided" –
Lincoln, Abraham
"I Have a Dream" –
King, Martin Luther, Jr.
"I Will Fight No More Forever" –
Chief Joseph
Inaugural Address, 1961–
Kennedy, John F.
"Letter from Birmingham Jail" –
King, Martin Luther, Jr.
Nobel Prize Acceptance Speech, 1950–
Faulkner, William
 "Self-Reliance" –
Emerson, Ralph Waldo
"Sharing the American Dream" –
Powell, Colin
Selections from *A Small Place* –
Kincaid, Jamaica
"Straw Into Gold" –
Cisneros, Sandra
"We Will Never Surrender"–
Churchill, Winston

Nonfiction
Americans: The National Experience- Boorstin, Daniel

Coming of Age in the Milky Way –
Ferris, Timothy
Connections –
Burke, James
Cosmos –
Sagan, Carl
Constitution of the United States of America: The Preamble
The Creators –
Boorstin, Daniel
The Day the Universe Changed –
Burke, James
The Einstein Paradox and Other Mysteries Solved by Sherlock Holmes –
Bruce, Colin
Full Steam Ahead: The Race to Build the Transcontinental Railroad-
Blumberg, Rhoda
Her Story: Women Who Changed the World –
Ashby, Ruth (ed.)
A Hoosier Holiday –
Dreiser, Theodore
The Immense Journey –
Eisley, Loren
Lisa and David –
Rubin, Theodore
The Mathematical Tourist:
Snapshots of Modern Mathematics-
Peterson, Ivars
The Mismeasure of Man –
Gould, Steven Jay
New Kids in Town: Oral Histories
of Immigrant Teens –
Bode, Janet
Now Is Your Time! The African
American Struggle for Freedom –
Myers, Walter Dean

Riding the Rails: Teenagers on the Move During the Great Depression–
Uys, Errol Lincoln
Roots –
Haley, Alex
The Seven Habits of Highly Effective People –
Covey, Stephen
Silent Spring –
Carson, Rachel
Tell Them We Remember: Story of the Holocaust –
Bachrach, Susan D.
Thursday's Universe –
Bartusiak, Marcia
Time's Arrows –
Morris, Richard
To Be a Slave –
Lester, Julius
The World of Mathematics –
Newman, James

Biography/Autobiography
Alexander Graham Bell: Making Connections –
Pasachoff, Naomi
John Wilkes Booth: A Sister's Memoir –
Clarke, Asia Booth
Out of Darkness: the Story of Louis Braille –
Freedman, Russell
The Childhood Story of Christy Brown [previously *My Left Foot*] –
Brown, Christy
Madame Curie –
Curie, Eve
Narrative of the Life of Frederick Douglass –
Douglass, Frederick
Barrio Boy –
Galarza, Ernesto
The Story of My Life –
Keller, Helen
The Woman Warrior –
Kingston, Maxine Hong
Winning Ways: A Photohistory of Women in Sports –
Macy, Sue

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Glossary

Terms in the glossary are defined as they relate to the content of this document. It is important to note that some terms may have several definitions or explanations.

Sources used in the formulation of definitions for this glossary include *A Dictionary of Reading and Related Terms,* edited by Theodore L. Harris and Richard E. Hodges (Newark, DE: International Reading Association, 1981); *The Literacy Dictionary: The Vocabulary of Reading and Writing,* edited by Theodore L. Harris and Richard E. Hodges (Newark, DE: International Reading Association, 1995); *NTC's Dictionary of Literary Terms*, by Kathleen Morner and Ralph Rausch (Lincolnwood, IL: National Textbook, 1991); and the Web site http://www.sourcewatch.org.

affix	A word element such as a prefix or suffix that functions only when it is attached to a **base word** (e.g., *re-* in *rename* and the *-ing* in *naming*).
alliteration	The repetition of the initial sounds or stressed syllables in neighboring words.
allusion	A brief reference to a historical, mythological, or literary person, place, thing, or event.
antonym	A word meaning the opposite of another word.
argument	The logical, systematic presentation of reasoning and supporting evidence that attempts to prove a statement or position.
audience	The specific person or group for whom a piece of writing, a spoken message, or a visual representation is intended.
author's craft	The specific techniques that an author chooses to relay an intended message (e.g., figurative language, **tone**, **flashback**, **imagery**, **irony**, **word choice**, and **dialogue**).
base word	A word to which **affixes** have been added to create related words (e.g., *group* in *regroup* or *grouping*).
bandwagon	*See **propaganda**.*
bias	A personal and largely unreasoned judgment either for or against a particular person, position, or thing; a prejudice.

card stacking	*See* **propaganda**.
central idea	The central thought or meaning. *See* **thesis**.
character	A figure in a literary work that either is a human being or possesses human qualities and is portrayed in human terms. There are four basic types of characters: • **dynamic**—one who changes in a significant way during the course of the story • **static**—one who remains the same throughout the story • **round**—one who is presented in a complex, three-dimensional portrait (Generally, major characters in works of fiction are presented as fully developed, or rounded personalities.) • **flat**—one who is presented as having a single trait
characterization	The way in which an author presents a character. • **direct characterization**—the author literally tells what a character is like. This may be done by the narrator, another character, or by the character himself. • **indirect characterization**—the reader must infer what the character is like through the character's thoughts, actions, words, and interactions with other characters, including other characters' reactions.
compound word	A combination of two or more words, which may be hyphenated (*merry-go-round*), written as separate words (*school bus*), or written as a single word (*flowerpot*).
concepts about print	The concepts that students need to learn about the conventions and characteristics of written language, such as directional movement, one-to-one matching of spoken and printed words, the concept of a letter and a word, book conventions (e.g., the book's title, the name of the author), and the proper way to hold and open a book.
conflict	A struggle or clash between opposing characters or forces (external conflict) or the character's emotions (internal conflict).
connotation	The implicit, rather than explicit, meaning of a word, consisting of the suggestions, associations, and emotional overtones attached to a word such as *cheap* and *inexpensive*. *See* **denotation.**

consonant blends	Two or more consonant letters that often appear together in words and represent sounds that are smoothly joined although each of the sounds can be heard (e.g., *bl, cl, tr, str*).
consonant digraphs	Two consonant letters that appear together and represent a single sound that is different from either letter (e.g., *th, sh*).
context clues	The words or sentences that help a reader comprehend the meaning of an unfamiliar portion of text.
creative dramatics	Informal dramatization using simple staging and few, if any, set properties and costumes.
denotation	The most specific or literal meaning of a word. *See* **connotation**.
dialogue	The conversation between characters in a literary work.
direct characterization	*See* **characterization**.
drama	A literary work written in **dialogue** to be performed before an audience by actors on a stage.
dynamic character	*See* **character**.
edit	To correct the conventions of writing—such as spelling, punctuation, and capitalization— in order to prepare written material for presentation or publication.
environmental print	Text and other graphic symbols that are part of the physical environment such as street signs, billboards, television commercials, or store signs.
etymology	The origin and development of a word and its meaning.
euphemism	The substitution of a mild and pleasant expression for a harsh and blunt one (e.g., *to pass away* for *to die)*.
expository text	Text written to explain or convey information about a specific topic.
extended metaphor	*See* **metaphor**.
fable	A brief story told in poetry or prose that contains a moral or a practical lesson about life.
fiction	An imaginative literary work representing inventive rather than actual persons, places, or events.

first person point of view	*See* **point of view**.
flashback	The technique of disrupting the chronological flow of a narrative by interjecting events that have occurred at an earlier time.
flat character	*See* **character**.
fluency	The accuracy, phrasing, intonation, and expression with which an individual speaks, writes, or reads a particular language.
folktale	A story that has no known author and was originally passed on from one generation to another by word of mouth. Unlike **myths**, which are about gods and heroes, folktales are usually about ordinary people or animals that act like people.
foreshadowing	The use of hints or clues in a narrative to suggest future action.
glittering generalities	*See* **propaganda**.
graphic organizer	A visual representation of information such as a map, web, chart, or diagram.
graphic features	Sources of information included in texts, such as charts, graphs, pictures, or **graphic organizers** that assist in comprehension.
high-frequency words	Words that appear many more times than most other words in spoken or written language. These words may also include words familiar to a child such as a family member's name, the name of a pet, or a favorite activity or place.
homonym	Words that are spelled and pronounced the same but have different meanings (e.g., *bear,* the noun, meaning an animal and *bear,* the verb, meaning "to support").
hyperbole	Overstatement; the figure of speech that is a conscious exaggeration for the purpose of making a point (e.g., *the backpack weighs a ton.*)
idiom	Words used in a special way that may be different from their literal meaning (e.g., *it's raining cats and dogs* does not mean that cats and dogs are falling from the sky, but that it is raining heavily.)

imagery	Language that creates a sensory impression within the reader's mind.
indirect characterization	*See* **characterization**.
inference	The act or process of drawing a conclusion based on what one already knows either from prior knowledge, observations, or evidence found in the text. When making an inference, ideas and facts are implied or suggested rather than stated outright.
inflectional endings	Suffixes that change either the case and number of a noun, the tense and number of a verb, or the degree of an adjective and an adverb.
intonation	The distinctive pattern in the pitch of the voice that contributes to the meaning of a spoken phrase or sentence (e.g., *Cut it out!* is a command and *Cut it out?* is a question.)
irony	The discrepancy between what one says and what one means, what a character believes and what a reader knows, or what occurs and what one expects to occur in a text. Some common types of irony include • **verbal irony**—a contrast between what is said or written and what is actually meant. • **situational irony**—when what happens is very different from what is expected to happen. • **dramatic irony**—when the audience or the reader knows something a character does not know.
legend	A traditional, historical tale that is handed down from one generation to the next, first orally and later in written form.
limited omniscient point of view	*See* **point of view**.
literary model	The work of an accomplished author that one uses as a model for one's own writing.
main idea	The major topic of a passage or work that may be stated directly or inferred. *See* **theme**.
metaphor	A device of figurative language that compares two unlike objects. • **extended metaphor**—a metaphor that is carried throughout the text.

monologue	A long speech by a character in a play, spoken either to others or as if the character is alone.
motive	A character's conscious or unconscious reason for behaving in a particular way.
multiple-meaning words	Words that have more than one meaning and can be used as more than one part of speech.
myth	A traditional story of anonymous origin that deals with gods, heroes, or supernatural events. Myths explain a belief, custom, or force of nature.
name calling	*See* **propaganda**.
nonfiction	Writing that is based on actual persons, places, things, or events.
nonprint sources	Sources of information that are not in written form (e.g., pictures and photographs, television and radio productions, the Internet, films, movies, videotapes, and live performances).
onomatopoeia	The formation and use of words to imitate sounds (e.g., *rattle*, *murmur*, *crash*, *bog*, *buzz*, *boink*, and *grr*).
omniscient point of view	*See* **point of view**.
onset	The first part of a syllable or the consonants that precede the first vowel in a word. In the word "flat," /fl/ is the onset, and /at/ is the **rime**. In the word "greed," /gr/ is the onset, and /eed/ is the **rime**. *See* **rime**.
oxymoron	A figure of speech that places two contradictory words together for a special effect (e.g.; *jumbo shrimp*, *old news*).
paradox	A contradictory statement that has an element of truth (e.g., One must be cruel to be kind).
parody	A literary work written for comic effect or ridicule.
parallelism	The use of a series of words, phrases, or sentences that have similar grammatical structures.
personification	The figurative device in which animals, objects, or abstractions are represented as being human or as having human attributes.
plagiarism	Using someone's writing or ideas as if they were your own.

plain folk	*See* **propaganda**.
plot	The deliberate sequence of events or actions that presents and resolves a **conflict** in a literary work.
point of view	The perspective or vantage point from which a literary work is told. • **first person point of view**—a story told by a character using the pronoun "I" or sometimes "we." • **second person point of view—**rarely used except in interactive fiction • **omniscient point of view**—a third-person narrator functioning as an all-seeing, all-hearing, all-knowing speaker who reads the thoughts and feelings of any and all characters. • **limited omniscient point of view**—a story told by a third-person narrator whose omniscience is limited, or restricted, to a single character.
primary source	An original source—such as a work of literature, a historical manuscript, material in archival collections, or an interview—that is used as part of research.
print styles	Ways that symbols, letters, or words may be presented in a text (e.g. bold, italics, etc.).
propaganda techniques	An extreme form of persuasion intended to prejudice and incite the reader or listener to action either for or against a particular cause or position, usually by means of a one-sided argument or an appeal to the emotions. • **bandwagon**—an appeal to others to join the crowd in order to be on the winning side (e.g., *Four out of five doctors recommend...).* • **card stacking**—presenting only the information that is positive to an idea or proposal and omitting information that is contrary to that idea. • **glittering generality**—emotionally appealing words that are applied to a product or idea, but that present no concrete argument or analysis (e.g., a person who is asked to do something "in defense of democracy" is more likely to agree to do that something). • **name calling**—the use of derogatory language or words that carry a negative connotation (e.g., calling a policeman a pig). • **plain folks**—attempting to convince the public that one's views reflect those of the common person (e.g., using the accent or dialect of a specific audience).

	• **testimonial**—the use of a quotation or endorsement, in or out of context, that attempts to connect a famous or respectable person with a product or item (e.g., Tiger Woods, a famous golfer, endorsing a particular kind of cereal promoting the product as part of a balanced breakfast). • **transfer**—projecting positive or negative qualities of a person, entity, object, or value to another to make the second more acceptable or to discredit it (e.g., using an American flag as a backdrop for a political event implies that the event is patriotic and good for the United States).
refrain	A passage repeated at regular intervals, usually in a poem or song.
repetition	The recurrence of sounds, words, phrases, lines, or stanzas used for emphasis.
revise	Reworking a written draft to improve it by adding or taking out information, combining and reordering words, sentences, or paragraphs, and/or improving word choice.
rhyming words	Words that have identical or very similar final sounds.
rhyme scheme	The pattern in rhyme or verse which represents identical or highly familiar final sounds in lines of verse (e.g., *aabba* in a limerick).
rime	The second part of a syllable or the vowel and any consonants that follow. In the word "grand," /and/ is the rime, which follows the **onset** /gr/. In the word "slight," /ight/ is the rime, which follows the **onset** /sl/. *See* **onset**.
root	The element of a word that is the basis of its meaning.
round character	*See* **character**.
secondary source	Any source other than a **primary source** that is used in researching a particular subject.
self-correct	The correction of an error or miscue in reading without prompting.

sentence types	There are a variety of sentence types. • **simple sentence—**contains only one subject and one predicate (e.g. *John likes pizza)*. The subject or the predicate may be compound (e.g. the compound subject *John and Luis* in the sentence *John and Luis like pizza.)* • **compound sentence**—two or more simple sentences joined together (e.g. *My friend gave me a book and I read it from beginning to end.)* • **complex sentence**—a sentence that contains one main clause and one or more subordinate clauses (e.g. *We left before you came to school. We left* is the main clause and *before you came to school* is the subordinate clause.) • **compound-complex sentence**—two or more simple sentences combined with a subordinate clause (e.g. *Before I went on vacation, my friend gave me a book and I read it.)*
setting	The time and place where the action in a literary work occurs.
sight words	Words that are intended to be learned visually.
simile	A device of figurative language that is a stated comparison between two unlike things using the words "like" or "as."
stage directions	Directions in a play that explain how a character should look, speak, move, or behave.
Standard American English	The version of the English language that is regarded as the model in America for writers and speakers.
stanza	A group of lines forming a unit in a poem or song, similar to a paragraph in prose.
static character	*See* **character***.*
symbolism	The author's use of an object, person, place, or event that has both a meaning in itself and stands for something larger than itself.
synonym	A word whose meaning is the same or almost the same as that of another word.
tall tale	An exaggerated story that is obviously untrue but is told as though it should be believed.
testimonials	*See* **propaganda***.*

theme	The major idea of an entire work of literature. A theme may be stated or implied. *See* **main idea**.
thesis	The central thought or meaning. *See* **central idea**.
tone	The writer's or speaker's attitude toward a subject, character, or audience conveyed through the choice of words and details.
transfer	*See* **propaganda**.
visual aid	A teaching device that aids in comprehension (e.g., pictures, models, charts, videotapes).
voice	The distinctive style or manner of expression used in writing.
Web log	A website where entries are made in journal style and displayed in reverse chronological order.
word choice	The effective use of words to enhance style, tone, or clarity in writing or speaking.
Works Cited	A formal listing, alphabetized by author's last name, giving full publication information for all primary and secondary sources used in a particular document.

Alignment of Indicator Concepts within Standards

Standard 1	The student will read and comprehend a variety of literary texts in print and nonprint formats.

Make predictions, draw conclusions, make inferences	
Grade/ Course	**Indicator**
K	Use pictures and words to make predictions regarding a story read aloud.
1	Use pictures and words to make and revise predictions about a given literary text.
2	Analyze a given literary text to make, revise, and confirm predictions.
3	Analyze a given literary text to make, revise, and confirm predictions and draw conclusions.
4	Analyze literary texts to draw conclusions and make inferences.
5	Analyze literary texts to draw conclusions and make inferences.
6	Analyze literary texts to draw conclusions and make inferences.
7	Analyze literary texts to draw conclusions and make inferences.
8	Compare/contrast ideas within and across literary texts to make inferences.
E1	Compare/contrast ideas within and across literary texts to make inferences.
E2	Compare/contrast ideas within and across literary texts to make inferences.
E3	Compare/contrast ideas within and across literary texts to make inferences.
E4	Compare/contrast ideas within and across literary texts to make inferences.

Narration and Point of View	
Grade/ Course	**Indicator**
K	Understand that a narrator tells the story.
1	Analyze a narrative text to determine who the narrator is.
2	Understand the relationship between narration and point of view.
3	Understand the relationship between narration and point of view
4	Distinguish between first-person and third-person points of view.
5	Differentiate among the first-person, limited-omniscient (third person), and omniscient (third person) points of view.
6	Differentiate among the first-person, limited-omniscient (third person), and omniscient (third person) points of view.
7	Explain the effect of point of view on a given narrative text.
8	Explain the effect of point of view on a given literary text.
E1	Analyze the impact of point of view on literary texts.
E2	Analyze the impact of point of view on literary texts.
E3	Evaluate the impact of point of view on literary texts.
E4	Evaluate the impact of point of view on literary texts.

Sound Devices and Figurative Language	
Grade/ Course	**Indicator**
K	Exemplify sound devices (including onomatopoeia and alliteration) in texts read aloud.
1	Exemplify sound devices (including onomatopoeia and alliteration) in texts read aloud.
2	Exemplify devices of figurative language (including simile) and sound devices (including onomatopoeia and alliteration).

3	Exemplify devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).
4	Exemplify devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).
5	Interpret devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).
6	Interpret devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).
7	Interpret devices of figurative language (including extended metaphor and oxymoron).
8	Interpret devices of figurative language (including extended metaphor, oxymoron, and paradox).
E1	Interpret devices of figurative language (including extended metaphor, oxymoron, and paradox).
E2	Analyze devices of figurative language (including extended metaphor, oxymoron, and paradox)
E3	Evaluate devices of figurative language figurative language (including extended metaphor, oxymoron, and paradox).
E4	Evaluate devices of figurative language (including extended metaphor, oxymoron, and paradox).

Literary Elements (Character, setting, plot, theme)	
Grade/ Course	**Indicator**
K	Generate a retelling that identifies the characters and the setting in a story and relates the important events in sequential order.
1	Generate a retelling that identifies the characters and the setting in a story and relates the important events in sequential order.
2	Analyze a narrative text to identify characters, setting, and plot.
3	Understand the relationship among characters, setting, and plot in a given literary text.
4	Understand characterization and its impact on conflict as the basis of plot.
5	Analyze literary texts to distinguish between direct and indirect characterization.
6	Analyze the process of cause and effect and its impact on characters, setting, and conflict in a given literary text.
7	Analyze an author's development of the conflict and the individual characters as either static, dynamic, round, or flat in a given literary text.
8	Analyze a given literary text to determine its theme.
E1	Analyze the relationship among character, plot, and theme in a given literary text.
E2	Analyze the relationship among character, plot, and theme in a given literary text.
E3	Evaluate the relationship among character, plot, and theme in a given literary text.
E4	Evaluate the relationship among character, plot, and theme in a given literary text.

Author's Craft	
Grade/ Course	**Indicator**
K	Understand how the author's choice of words affects the meaning of the text.
1	Understand how elements of the author's craft such as word choice affect the meaning of a given literary text.
2	Understand the effect of the author's craft, such as word choice and the use of repetition, on the meaning of a given literary text.
3	Understand the effect of the author's craft, such as word choice and sentence structure, on the meaning of a given literary text.

4	Understand the effect of an author's craft—such as word choice, sentence structure, the use of figurative language, and the use of dialogue—on the meaning of literary texts.
5	Understand the effect of an author's craft—such as tone and the use of figurative language, dialogue, and imagery—on the meaning of literary texts.
6	Understand the effect of an author's craft (including tone and the use of flashback and foreshadowing) on the meaning of literary texts.
7	Interpret the effect of an author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, and irony) on the meaning of literary texts.
8	Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony, and allusion) on the meaning of literary texts.
E1	Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony, and allusion) on the meaning of literary texts.
E2	Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony, and allusion) on the meaning of literary texts.
E3	Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony, and allusion) on the meaning of literary texts.
E4	Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony, and allusion) on the meaning of literary texts.

Responding to Literary Texts	
Grade/ Course	**Indicator**
K	Create responses to literary texts through a variety of methods such as writing, creative dramatics, and the visual and performing arts.
1	Create responses to literary texts through a variety of methods such as writing, creative dramatics, and the visual and performing arts.
2	Create responses to literary texts through a variety of methods such as writing, creative dramatics, and the visual and performing arts.
3	Create responses to literary texts through a variety of methods such as writing, creative dramatics, and the visual and performing arts.
4	Create responses to literary texts through a variety of methods such as writing, creative dramatics, and the visual and performing arts.
5	Create responses to literary texts through a variety of methods such as writing, creative dramatics, and the visual and performing arts.
6	Create responses to literary texts through a variety of methods such as written works, oral presentations, media productions, and the visual and performing arts.
7	Create responses to literary texts through a variety of methods such as written works, oral presentations, media productions, and the visual and performing arts.
8	Create responses to literary texts through a variety of methods such as written works, oral presentations, media productions, and the visual and performing arts.
E1	Create responses to literary texts through a variety of methods such as written works, oral presentations, media productions, and the visual and performing arts.
E2	Create responses to literary texts through a variety of methods such as written works, oral presentations, media productions, and the visual and performing arts.
E3	Create responses to literary texts through a variety of methods such as written works, oral presentations, media productions, and the visual and performing arts.
E4	Create responses to literary texts through a variety of methods such as written works, oral presentations, media productions, and the visual and performing arts.

Independent Reading	
Grade/ Course	**Indicator**
K	Carry out independent reading for pleasure.
1	Carry out independent reading for extended periods of time for pleasure.
2	Carry out independent reading for extended periods of time for pleasure.

3	Carry out independent reading for extended periods of time for pleasure.
4	Carry out independent reading for extended periods of time for pleasure.
5	Carry out independent reading for extended periods of time for pleasure.
6	Carry out independent reading for extended periods of time for pleasure.
7	Carry out independent reading for extended periods of time for pleasure.
8	Carry out independent reading for extended periods of time for pleasure.
E1	Carry out independent reading for extended periods of time for pleasure.
E2	Carry out independent reading for extended periods of time for pleasure.
E3	Carry out independent reading for extended periods of time for pleasure.
E4	Carry out independent reading for extended periods of time for pleasure.

Details and Main Idea	
Grade/ Course	**Indicator**
K	Use relevant details in summarizing stories read aloud.
1	Use relevant details in summarizing stories read aloud.
2	Analyze the details that support the expression of the main idea in a given literary text.
3	Analyze the details that support the expression of the main idea in a given literary text.
4	Analyze the details that support the expression of the main idea in a given literary text.
5	Analyze the details that support the expression of the main idea in a given literary text.
6	Compare/contrast main ideas within and across literary texts.
7	*No indicator at this grade level.*
8	*No indicator at this grade level.*
E1	*No indicator at this grade level.*
E2	*No indicator at this grade level.*
E3	*No indicator at this grade level.*
E4	*No indicator at this grade level.*

Characteristics of Texts	
Grade/ Course	**Indicator**
K	Recall the characteristics of fantasy.
1	Classify a text as either fiction or nonfiction.
2	Understand the characteristics of works of fiction (including fables, folktales, and tall tales) and works of nonfiction (including biographies).
3	Exemplify works of fiction (including fables, tall tales, and folktales) and works of nonfiction (including biographies).
4	Exemplify works of fiction (including fables, tall tales, and folktales) and works of nonfiction (including biographies and personal essays).
5	Exemplify the characteristics of types of fiction (including legends and myths) and types of nonfiction (including speeches and personal essays).
6	Exemplify the characteristics of types of fiction (including legends and myths) and types of nonfiction (including speeches and personal essays).
7	*No indicator at this grade level.*
8	*No indicator at this grade level.*
E1	*No indicator at this grade level.*
E2	*No indicator at this grade level.*
E3	*No indicator at this grade level.*
E4	*No indicator at this grade level.*

Characteristics of Poetry and Drama	
Grade/ Course	**Indicator**
K	*No indicator at this grade level.*
1	*No indicator at this grade level.*
2	*No indicator at this grade level.*
3	Understand the characteristics of poetry (including stanzas, rhyme, and the use of repetition).
4	Understand the characteristics of poetry (including stanzas, rhyme, and the use of repetition).
5	Understand the characteristics of poetry (including stanzas, rhyme schemes, and the use of repetition and refrains).
6	Understand the characteristics of poetry (including stanzas, rhyme schemes, and the use of repetition and refrains) and drama (including stage directions and the use of monologues).
7	*No indicator at this grade level.*
8	*No indicator at this grade level.*
E1	*No indicator at this grade level.*
E2	*No indicator at this grade level.*
E3	*No indicator at this grade level.*
E4	*No indicator at this grade level.*

Standard 2	The student will read and comprehend a variety of informational texts in print and nonprint formats.

Central Idea and Thesis
Details and Supporting Evidence

Grade/ Course	Indicator
K	Summarize the central idea and details from informational texts read aloud.
1	Summarize the central idea and supporting evidence during classroom discussion of an informational text.
2	Analyze the central idea and supporting evidence during classroom discussion of an informational text.
3	Summarize evidence that supports the central idea of a given informational text.
4	Summarize evidence that supports the central idea of a given informational text.
5	Summarize the central idea and supporting evidence of a given informational text.
6	Analyze central ideas within and across informational texts.
7	Analyze central ideas within and across informational texts.
8	Compare/contrast central ideas within and across informational texts.
E1	Compare/contrast theses within and across informational texts.
E2	Compare/contrast theses within and across informational texts.
E3	Evaluate theses within and across informational texts.
E4	Evaluate theses within and across informational texts.

Drawing Conclusions and Making Inferences

Grade/ Course	Indicator
K	Analyze texts during classroom discussions to make inferences.
1	Analyze informational texts to draw conclusions and make inferences during classroom discussions
2	Analyze informational texts to draw conclusions and make inferences during classroom discussions.
3	Analyze informational texts to draw conclusions and make inferences.
4	Analyze informational texts to draw conclusions and make inferences.
5	Analyze informational texts to draw conclusions and make inferences.
6	Analyze informational texts to draw conclusions and make inferences.
7	Analyze information within and across texts to draw conclusions and make inferences.
8	Compare/contrast information within and across texts to draw conclusions and make inferences.
E1	Compare/contrast information within and across texts to draw conclusions and make inferences.
E2	Compare/contrast information within and across texts to draw conclusions and make inferences.
E3	Compare/contrast information within and across texts to draw conclusions and make inferences
E4	Compare/contrast information within and across texts to draw conclusions and make inferences.

Author's Bias (Fact and Opinion; Propaganda Techniques)	
Grade/ Course	**Indicator**
K	Exemplify facts in texts read aloud.
1	Understand the difference between facts and opinions
2	Distinguish between facts and opinions in informational texts.
3	Distinguish between facts and opinions in informational texts.
4	Analyze informational texts to locate and identify facts and opinions..
5	Analyze a given text to detect author bias by locating indicators such as unsupported opinions
6	• Understand indicators of an author's bias such as the omission of relevant facts and statements of unsupported opinions. • Exemplify the use of propaganda techniques (including glittering generalities and name calling) in informational texts.
7	• Identify indicators of author bias such as word choice and the exclusion and inclusion of particular information. • Exemplify the use of propaganda techniques (including glittering generalities and name calling) in informational texts.
8	• Analyze informational texts for indicators of author bias such as word choice and the exclusion and inclusion of particular information. • Exemplify the use of propaganda techniques (including card stacking, plain folks, and transfer) in informational texts.
E1	• Analyze informational texts for indicators of author bias such as word choice, the exclusion and inclusion of particular information, and unsupported opinion. • Analyze informational texts to identify propaganda techniques.
E2	• Analyze informational texts for indicators of author bias such as word choice, the exclusion and inclusion of particular information, and unsupported opinion. • Analyze informational texts to identify propaganda techniques.
E3	• Analyze informational texts for indicators of author bias such as word choice, the exclusion and inclusion of particular information, and unsupported opinion. • Analyze informational texts to identify propaganda techniques.
E4	• Analyze informational texts for indicators of author bias such as word choice, the exclusion and inclusion of particular information, and unsupported opinion. • Analyze informational texts to identify propaganda techniques.

Responding to Informational Texts	
Grade/ Course	**Indicator**
K	Create responses to informational texts through a variety of methods such as drawings, written works, and oral presentations.
1	Create responses to informational texts through a variety of methods such as drawings, written works, and oral presentations.
2	Create responses to informational texts through a variety of methods such as drawings, written works, and oral presentations.
3	Create responses to informational texts through a variety of methods such as drawings, written works, and oral presentations.
4	Create responses to informational texts through a variety of methods such as drawings, written works, and oral presentations.
5	Create responses to informational texts through a variety of methods such as drawings, written works, and oral presentations.
6	Create responses to informational texts through a variety of methods such as drawings, written works, oral presentations, and media productions.
7	Create responses to informational texts through a variety of methods such as drawings, written works, oral presentations, and media productions.

8	Create responses to informational texts through a variety of methods such as drawings, written works, oral presentations, and media productions.
E1	Create responses to informational texts through a variety of methods such as drawings, written works, oral presentations, and media productions.
E2	Create responses to informational texts through a variety of methods such as drawings, written works, oral presentations, and media productions.
E3	Create responses to informational texts through a variety of methods such as drawings, written works, oral presentations, and media productions.
E4	Create responses to informational texts through a variety of methods such as drawings, written works, oral presentations, and media productions.

Independent Reading	
Grade/ Course	**Indicator**
K	Carry out independent reading to gain information.
1	Carry out independent reading for extended periods of time to gain information.
2	Carry out independent reading for extended periods of time to gain information.
3	Carry out independent reading for extended periods of time to gain information.
4	Carry out independent reading for extended periods of time to gain information.
5	Carry out independent reading for extended periods of time to gain information.
6	Carry out independent reading for extended periods of time to gain information.
7	Carry out independent reading for extended periods of time to gain information.
8	Carry out independent reading for extended periods of time to gain information.
E1	Carry out independent reading for extended periods of time to gain information.
E2	Carry out independent reading for extended periods of time to gain information.
E3	Carry out independent reading for extended periods of time to gain information.
E4	Carry out independent reading for extended periods of time to gain information.

Text Elements (Headings, print styles, subheadings, captions, chapter headings, white space)	
Grade/ Course	**Indicator**
K	Understand that headings and print styles (e.g., italics, bold, larger type) provide information to the reader.
1	Understand that headings, subheadings, and print styles (e.g., italics, bold, larger type) provide information to the reader.
2	Understand that headings, subheadings, and print styles (e.g., italics, bold, larger type) provide information to the reader.
3	Understand that headings, subheadings, print styles, captions, and chapter headings provide information to the reader.
4	Understand that headings, subheadings, print styles, white space, captions, and chapter headings provide information to the reader.
5	Understand that titles, print styles, chapter headings, captions, subheadings and white space provide information to the reader.
6	Interpret information that text elements such as print styles and chapter headings provide to the reader.
7	Analyze the impact that text elements such as print styles and chapter headings have on the meaning of a given informational text.
8	Analyze the impact that text elements such as print styles and chapter headings have on the meaning of a given informational text.
E1	Analyze the impact that text elements have on the meaning of a given informational text.
E2	Analyze the impact that text elements have on the meaning of a given informational text.
E3	Evaluate the impact that text elements have on the meaning of a given informational text.
E4	Evaluate the impact that text elements have on the meaning of a given informational text.

Graphic Features in Text (Illustrations, graphs, charts, maps, diagrams, graphic organizers)	
Grade/ Course	**Indicator**
K	Understand graphic features such as illustrations and graphs.
1	Understand graphic features such as illustrations, graphs, charts, and maps as sources of information.
2	Use graphic features such as illustrations, graphs, charts, maps, and diagrams as sources of information.
3	Use graphic features such as illustrations, graphs, charts, maps, diagrams, and graphic organizers as sources of information.
4	Use graphic features such as illustrations, graphs, charts, maps, diagrams, and graphic organizers as sources of information.
5	Use graphic features such as illustrations, graphs, charts, maps, diagrams, and graphic organizers as sources of information.
6	Interpret information from graphic features such as illustrations, graphs, charts, maps, diagrams, and graphic organizers.
7	Analyze information from graphic features such as charts and graphs in informational texts.
8	Analyze information from graphic features such as charts and graphs in informational texts.
E1	Analyze information from graphic features such as charts and graphs in informational texts.
E2	Analyze information from graphic features such as charts and graphs in informational texts
E3	Evaluate information from graphic features such as charts and graphs in informational texts.
E4	Evaluate information from graphic features such as charts and graphs in informational texts.

Text Features (Tables of contents, glossaries, indexes, appendixes)	
Grade/ Course	**Indicator**
K	Recognize tables of contents.
1	Understand functional text features (including tables of contents).
2	Use functional text features (including tables of contents and glossaries).
3	Use functional text features (including tables of contents, glossaries, and indexes).
4	Use functional text features (including tables of contents, glossaries, indexes, and appendixes).
5	Use functional text features (including tables of contents, glossaries, indexes, and appendixes).
6	Interpret information from functional text features such as tables of contents and glossaries.
7	*No indicator at this grade level.*
8	*No indicator at this grade level.*
E1	*No indicator at this grade level.*
E2	*No indicator at this grade level.*
E3	*No indicator at this grade level.*
E4	*No indicator at this grade level.*

Cause and Effect Relationships	
Grade/ Course	**Indicator**
K	Conclude the cause of an event described in a text read aloud.
1	Understand cause-and-effect relationships presented in informational texts.
2	Understand cause-and-effect relationships presented in informational texts.
3	Analyze informational texts to identify cause-and-effect relationships.
4	Analyze informational texts to identify cause-and-effect relationships.

5	Predict events in informational texts on the basis of cause-and-effect relationships.
6	Predict events in informational texts on the basis of cause-and-effect relationships.
7	*No indicator at this grade level.*
8	*No indicator at this grade level.*
E1	*No indicator at this grade level.*
E2	*No indicator at this grade level.*
E3	*No indicator at this grade level.*
E4	*No indicator at this grade level.*

Standard 3
The student will learn to read by applying appropriate skills and strategies.
(Grades K and 1)

The student will use word analysis and vocabulary strategies to read fluently.
(Grades 2—E4)

Context Clues	
Grade/ Course	**Indicator**
K	Use pictures and context to construct the meaning of unfamiliar words in texts read aloud.
1	Use pictures, context, and letter-sound relationships to read unfamiliar words.
2	Use context clues to determine the meaning of unfamiliar words.
3	Generate the meaning of unfamiliar and multiple-meaning words by using context clues such as those that provide an example.
4	Generate the meaning of unfamiliar and multiple-meaning words by using context clues such as those that provide an example or a definition.
5	Use context clues such as those that provide an example, a definition, or a restatement to generate the meanings of unfamiliar and multiple-meaning words.
6	Use context clues such as those that provide an example, a definition, or a restatement to generate the meanings of unfamiliar and multiple-meaning words.
7	Use context clues such as those that provide an example, a definition, a restatement, or a comparison/contrast to generate the meanings of unfamiliar and multiple-meaning words.
8	Use context clues such as those that provide an example, a definition, a restatement, or a comparison/contrast to generate the meanings of unfamiliar and multiple-meaning words.
E1	Use context clues to determine the meaning of technical terms and other unfamiliar words.
E2	Use context clues to determine the meaning of technical terms and other unfamiliar words.
E3	Use context clues to determine the meaning of technical terms and other unfamiliar words.
E4	Use context clues to determine the meaning of technical terms and other unfamiliar words.

Base Words and Affixes Greek and Latin Roots and Affixes	
Grade/ Course	**Indicator**
K	Create a different form of a familiar word by adding an –s or –ing ending.
1	Identify base words and their inflectional endings (including -s, -es, -ing, -ed, -er, and -est)..
2	Construct meaning through a knowledge of base words, prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) in context.
3	Analyze the meaning of words by using a knowledge of base words and affixes.
4	Analyze the meaning of words by using a knowledge of base words and affixes.
5	Analyze the meaning of words by using a knowledge of Greek and Latin roots and affixes.
6	Analyze the meaning of words by using a knowledge of Greek and Latin roots and affixes.
7	Analyze the meaning of words by using a knowledge of Greek and Latin roots and affixes.
8	Analyze the meaning of words by using a knowledge of Greek and Latin roots and affixes.
E1	Analyze the meaning of words by using knowledge of Greek and Latin roots and affixes.
E2	Analyze the meaning of words by using knowledge of Greek and Latin roots and affixes.
E3	Analyze the meaning of words by using knowledge of Greek and Latin roots and affixes.
E4	Analyze the meaning of words by using knowledge of Greek and Latin roots and affixes.

Idioms and Euphemisms	
Grade/ Course	**Indicator**
K	*No indicator at this grade level.*
1	*No indicator at this grade level.*
2	Interpret the meaning of idioms encountered in texts.
3	Interpret the meaning of idioms encountered in texts.
4	Interpret the meaning of idioms encountered in texts.
5	Interpret the meaning of idioms and euphemisms encountered in texts.
6	Interpret the meaning of idioms and euphemisms encountered in texts.
7	Interpret the meaning of idioms and euphemisms encountered in texts.
8	Interpret the meaning of idioms and euphemisms encountered in texts.
E1	*No indicator at this grade level.*
E2	*No indicator at this grade level.*
E3	*No indicator at this grade level.*
E4	*No indicator at this grade level.*

Denotation and Connotation of Words	
Grade/ Course	**Indicator**
K	*No indicator at this grade level.*
1	*No indicator at this grade level.*
2	*No indicator at this grade level.*
3	*No indicator at this grade level.*
4	*No indicator at this grade level.*
5	*No indicator at this grade level.*
6	Distinguish between the denotation and the connotation of a given word.
7	Interpret the connotations of words to understand the meaning of a given text.
8	Interpret the connotations of words to understand the meaning of a given text.
E1	Interpret the connotations of words to understand the meaning of a given text.
E2	Interpret the connotations of words to understand the meaning of a given text.
E3	Understand how American history and culture have influenced the use and development of the English language.
E4	Understand how British history and culture have influenced the use and development of the English language.

The following classifications of concepts in the areas of oral language development and vocabulary acquisition, fluency, phonemic awareness, phonics, oral language acquisition and comprehension development, and concepts about prints apply only to grades K-3 as indicated.

Oral Language Development and Vocabulary Acquisition	
Grade/Course	Indicator
K	• Use vocabulary acquired from a variety of sources (including conversations, texts read aloud, and the media). • Use pictures and context to construct the meaning of unfamiliar words in texts read aloud. • Recognize high-frequency words. • Understand that multiple small words can make compound words.
1	• Use vocabulary acquired from a variety of sources (including conversations, texts read aloud, and the media). • Use pictures, context, and letter-sound relationships to read unfamiliar words. • Recognize high-frequency words encountered in texts. • Understand the relationship between two or more words (including synonyms, antonyms, and homonyms). • Use structural analysis to determine the meaning of compound words and contractions.
2	• Recognize high-frequency words in context • Recognize synonyms, antonyms, and homonyms in context. • Use a knowledge of individual words to determine the meaning of compound words.
3	• Recognize high-frequency words in texts. • Use context clues to determine the relationship between two or more words (including synonyms, antonyms, and homonyms).

Fluency	
Grade/Course	Indicator
K	• Use oral rhymes, poems, and songs to build fluency. • Use appropriate voice level when speaking.
1	• Use appropriate phrasing and intonation when reading familiar texts aloud. • Use appropriate voice level and intonation when speaking and reading aloud.
2	• Use techniques such as phrasing and expression to read fluently.

Phonemic Awareness	
Grade/Course	Indicator
K	• Use beginning sounds, ending sounds, and onsets and rimes to generate words orally. • Create rhyming words in response to an oral prompt. • Create words by orally adding, deleting, or changing sounds.
1	• Create rhyming words in response to an oral prompt. • Create words by orally adding, deleting, or changing sounds.

Phonics	
Grade/ Course	**Indicator**
K	- Identify beginning and ending sounds in words. - Classify words by categories such as beginning and ending sounds. - Match consonant and short-vowel sounds to the appropriate letters. - Recognize uppercase and lowercase letters and their order in the alphabet.
1	- Identify beginning, middle, and ending sounds in single-syllable words. - Classify words by categories such as beginning and ending sounds. - Use onsets and rimes to decode and generate words. - Use knowledge of letter names and their corresponding sounds to spell words independently. - Organize a series of words by alphabetizing to the first letter.
2	- Apply a knowledge of alphabetizing a series of words to the second and third letters. - Use a knowledge of individual words to determine the meaning of compound words. - Analyze spelling patterns in context and parts of multisyllabic words such as onsets and rimes. - Use a knowledge of spelling patterns and high-frequency words.

Oral Language Acquisition and Comprehension Development	
Grade/ Course	**Indicator**
K	- Use prior knowledge and life experiences to construct meaning from texts. - Understand environmental print in such forms as signs in the school, road signs, restaurant and store signs, and logos.
1	- Use pictures and words to construct meaning. - Understand environmental print in such forms as signs in the school, road signs, restaurant and store signs, and logos.

Concepts About Print	
Grade/ Course	**Indicator**
K	- Distinguish between letters and words. - Exemplify the parts of a book (including the front and back covers, the title, and the author's name). - Carry out left-to-right and top-to-bottom directionality on the printed page.
1	- Distinguish among letters, words, and sentences. - Understand the parts of a book (including the front and back covers, the title, and the names of the author and the illustrator). - Carry out left-to-right, top-to-bottom, and return-sweep directionality on the printed page

Standard 4	The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

Generating and Organizing Ideas (Prewriting)

Grade/ Course	Indicator
K	Generate ideas for writing by using techniques such as participating in conversations and looking at pictures.
1	Generate ideas for writing by using techniques such as participating in conversations and looking at pictures.
2	Generate ideas for writing using prewriting techniques such as creating lists, having discussions, and examining literary models.
3	Use prewriting techniques such as creating lists, having discussions, using graphic organizers, and using literary models to organize written works.
4	Use prewriting techniques to organize written works.
5	Use prewriting techniques to organize written works.
6	Use prewriting techniques to organize written works.
7	Use prewriting techniques to organize written works.
8	Use prewriting techniques to organize written works.
E1	Use prewriting techniques such as creating lists, having discussions, using graphic organizers, using models, and using outlines to organize written works.
E2	Use prewriting techniques such as creating lists, having discussions, using graphic organizers, using models, and using outlines to organize written works.
E3	Use prewriting techniques such as creating lists, having discussions, using graphic organizers, using models, and using outlines to organize written works.
E4	Use prewriting techniques such as creating lists, having discussions, using graphic organizers, using models, and using outlines to organize written works.

Sentence Structure and Variety

Grade/ Course	Indicator
K	Generate complete sentences orally.
1	Use simple sentences in writing.
2	Use complete sentences (including simple sentences with compound subjects and predicates) in writing.
3	Use complete sentences (including compound sentences) in writing.
4	Use complete sentences in a variety of types (including simple and compound sentences) in writing.
5	Use complete sentences in a variety of types (including simple, compound, and complex sentences) in writing.
6	Use complete sentences in a variety of types (including simple, compound, and complex sentences) in writing.
7	Use complete sentences in a variety of types: simple, compound, complex, and compound-complex.
8	Use complete sentences in a variety of types: simple, compound, complex, and compound-complex.
E1	Use complete sentences in a variety of types: simple, compound, complex, and compound-complex.
E2	Use complete sentences in a variety of types in written works.
E3	Use complete sentences in a variety of types in written works.
E4	Use complete sentences in a variety of types in written works.

	Organizing Writing
Grade/ Course	**Indicator**
K	Use pictures, letters, or words to tell a story from beginning to end.
1	Use pictures, letters, or words to tell a story from beginning to end.
2	Create a paragraph that follows a logical sequence and uses transitional words.
3	Create paragraphs that include a topic sentence with supporting details and logical transitions.
4	Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.
5	Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.
6	Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.
7	Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.
8	Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.
E1	Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support such as definitions and descriptions.
E2	Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support such as definitions and descriptions.
E3	Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support such as definitions and descriptions.
E4	Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support such as definitions and descriptions.

	Using Conventions of Grammar
Grade/ Course	**Indicator**
K	Understand that a person's name is a proper noun.
1	Use the conventions of written Standard American English (including those regarding personal pronouns and the distinction between common and proper nouns and singular and plural noun forms).
2	Use the conventions of written Standard American English (including those regarding personal pronouns and the distinction between common and proper nouns and singular and plural noun forms).
3	Use the conventions of written Standard American English (including those regarding comparative and superlative adjectives; prepositional phrases; conjunctions such as *because*, *since*, *yet*, and *until*; and nominative- and objective-case pronouns).
4	Use the conventions of written Standard American English (including those regarding subject-verb agreement; past, present, and future verb tenses; conjunctions such as *although*, *while*, *neither*, and *nor*; adverbs of time, place, manner, and degree; and pronoun-antecedent agreement).
5	Use the conventions of written Standard American English (including those regarding irregular comparative and superlative adjectives such as *good*, *better*, *best*; irregular adverbs; interjections; past participles of commonly misused verbs; and subject-verb and pronoun-antecedent agreement with collective nouns).
6	Use the conventions of written Standard American English (including those regarding main and subordinate clauses; indefinite pronouns; pronoun-antecedent agreement; and consistent verb tenses).
7	Use the conventions of written Standard American English.
8	Use the conventions of written Standard American English.
E1	Use the conventions of written Standard American English.

E2	Use the conventions of written Standard American English.
E3	Use the conventions of written Standard American English.
E4	Use the conventions of written Standard American English.

Proofreading Mechanics	
Grade/ Course	**Indicator**
K	Use proofreading skills to edit small-group or whole-class writing with teacher support.
1	Use proofreading skills to edit for the correct use of written Standard American English: • capitalization (including the first word of a sentence, the names of people, and the pronoun "I"); • the use of periods, exclamation points, and question marks at the end of sentences; and • the correct spelling of high-frequency words.
2	Use proofreading skills to edit for the correct use of written Standard American English: • capitalization (including proper nouns, the initials of a person's name, courtesy titles such as Mr. and Ms., the days of the week and the months of the year, and the titles of books, poems, and songs); • punctuation (including the use of apostrophes in contractions and commas in a series and in dates); • quotation marks to show that someone is speaking; and • the spelling of high-frequency words and words such as *was, were* and *says, said* that do not fit spelling patterns.
3	Use proofreading skills to edit for the correct use of written Standard American English: • capitalization (including geographic names, holidays, and historical and special events); • punctuation (including commas in addresses and in the greeting and closing in letters, commas in compound sentences, apostrophes in contractions and possessive nouns, and periods in abbreviations); • the spelling of commonly used homonyms; and • the indention of paragraphs.
4	Use proofreading skills to edit for the correct use of written Standard American English: • capitalization (including the titles of works of art and publications such as magazines and newspapers, brand names, proper adjectives, and the names of organizations); • quotation marks to indicate direct quotations or dialogue; • underlining (or italics) to indicate the titles of separately published works such as books and magazines; • quotation marks to indicate the titles of works such as articles, reports, chapters, and other short pieces published *within* separately published works; and • punctuation between main clauses.
5	Use proofreading skills to edit for the correct use of written Standard American English: • capitalization (including the names of ethnic and national groups and the names of established religions and languages); • punctuation (including colons and hyphens); and • use of commonly confused words such as *affect* and *effect*.
6	Use proofreading skills to edit for the correct use of written Standard American English: • the uses of the semicolon, and • the use of the comma to enclose appositives and to separate introductory clauses and long introductory phrases from the main body of sentences.
7	Use proofreading skills to edit for the correct use of written Standard American English: • the use of ellipses and parentheses.
8	Use proofreading skills to edit for the correct use of written Standard American English.
E1	Use proofreading skills to edit for the correct use of written Standard American English.
E2	Use proofreading skills to edit for the correct use of written Standard American English
E3	Use proofreading skills to edit for the correct use of written Standard American English.
E4	Use proofreading skills to edit for the correct use of written Standard American English.

Revising Writing	
Grade/ Course	**Indicator**
K	Use strategies to revise small group or whole class writing with teacher support.
1	Use revision strategies to improve word choice in written work.
2	Use revision strategies to improve word choice and the logical progression of ideas in written work.
3	Use revision strategies to improve word choice and the logical progression of ideas in written works.
4	Use revision strategies to improve word choice and the organization and development of ideas in written works.
5	Use revision strategies to improve word choice and the organization and development of ideas in written works.
6	Use revision strategies to improve clarity, tone, voice, and the development of ideas in written works.
7	Use revision strategies to improve clarity, tone, voice, and the development of ideas in written works.
8	Use revision strategies to improve clarity, tone, voice, and the development of ideas in written works.
E1	Use revision strategies to improve the organization and development of content and the quality of voice in written works.
E2	Use revision strategies to improve the organization and development of content and the quality of voice in written works.
E3	Use revision strategies to improve the organization and development of content and the quality of voice in written works.
E4	Use revision strategies to improve the organization and development of content and the quality of voice in written works.

Handwriting/Letter Formation	
Grade/ Course	**Indicator**
K	Use appropriate letter formation when printing. Use uppercase and lowercase letters.
1	Use appropriate word formation by writing from left to right the letters that spell a word. Use appropriate spacing between words.
2	Use correct letter formation when using manuscript or cursive writing. Use appropriate spacing between words when writing on a page.
3	Use correct letter formation when using manuscript or cursive writing.
4	*No indicator at this grade level.*
5	*No indicator at this grade level.*
6	*No indicator at this grade level.*
7	*No indicator at this grade level.*
8	*No indicator at this grade level.*
E1	*No indicator at this grade level.*
E2	*No indicator at this grade level.*
E3	*No indicator at this grade level.*
E4	*No indicator at this grade level.*

Standard 4	The student will write for a variety of audiences and purposes.

Informational Writing

Grade/ Course	Indicator
K	Use drawings, letters, or words to create written communications such as notes, messages, and lists to inform a specific audience.
1	Create written communications such as thank you notes for a specific audience.
2	Create written communications such as directions and instructions to inform a specific audience.
3	Create written communications such as friendly letters that include a greeting, body, closing, and signature and invitations that include the time, date, and place of the event.
4	Create informational pieces such as postcards, flyers, letters, and e-mails that use language appropriate for the specific audience.
5	Create informational pieces such as book reviews and newsletter articles that use language appropriate for the specific audience.
6	Create informational pieces such as brochures, pamphlets, and reports that use language appropriate for the specific audience.
7	Create informational pieces such as books, movies, product reviews, and news reports that use language appropriate for a specific audience.
8	Create informational pieces such as reports and letters of request, inquiry, or complaint that use language appropriate for the specific audience.
E1	Create informational pieces such as letters of request, inquiry, or complaint that use language appropriate for the specific audience.
E2	Produce clear and concise career-oriented/technical writings such as memos, business letters, résumés, technical reports, and information analyses.
E3	Produce clear and concise career-oriented/technical writings such as memos, business letters, résumés, technical reports, and information analyses.
E4	Produce clear and concise career-oriented/technical writings such as memos, business letters, résumés, technical reports, and information analyses.

Narrative Writing

Grade/ Course	Indicator
K	Use drawings, letters, or words to create narratives such as stories and journal entries about people, places, or things.
1	Create narratives such as stories and journal entries about people, places, actions, or things.
2	Create narratives such as stories and journal entries that follow a logical sequence of events.
3	Create narratives that include characters and setting and follow a logical sequence.
4	Create narratives containing details and a sequence of events that develops a plot.
5	Create narratives that have a fully developed plot and a consistent point of view.
6	Create narratives that have a fully developed plot and a consistent point of view.
7	Create narratives such as personal essays or narrative poems that communicate the significance of an issue of personal importance and use language appropriate for the purpose and the audience.
8	Create narratives such as memoirs that communicate the significance of particular personal relationships.
E1	Create narratives such as personal essays, memoirs, or narrative poems that use descriptive language to create tone and mood.
E2	Create narratives such as personal essays, memoirs, and narrative poems that use descriptive language to enhance setting and characterization.
E3	Create narratives such as personal essays, memoirs, or narrative poems that use descriptive language to enhance voice and tone.

E4	Create narratives such as personal essays, memoirs, and narrative poems that use descriptive language to enhance voice and tone.

Descriptive Writing	
Grade/ Course	**Indicator**
K	Use drawings, letters, or words to create descriptions of personal experiences, people, places, or things.
1	Create written pieces that describe personal experiences, people, places, or things and that use words that appeal to the senses.
2	Create written pieces that describe objects, people, places, or events and that use words that appeal to the senses.
3	Create written descriptions about people, places, or events such as those important to South Carolina history.
4	Create written descriptions using language that appeals to the readers' senses.
5	Create written descriptions using precise language and vivid details.
6	Create written descriptions using precise language and vivid details.
7	Create descriptions for use in other modes of written works such as narrative, expository, or persuasive essays.
8	Create descriptions for use in other modes of written works such as narrative, expository, and persuasive essays.
E1	Create descriptions for use in other modes of written works such as narratives and expository or persuasive pieces.
E2	Create descriptions for use in other modes of written works such as narratives and expository or persuasive pieces.
E3	Create descriptions for use in other modes of written works such as narratives and expository or persuasive pieces.
E4	Create descriptions for use in other modes of written works such as narratives and expository or persuasive pieces.

Writing to Entertain	
Grade/ Course	**Indicator**
K	Use drawings, letters, or words to create written pieces such as simple rhymes to entertain others.
1	Create written pieces such as simple rhymes and poems to entertain others.
2	Create written pieces such as rhymes, poems, and songs to entertain others.
3	Create written pieces such as riddles or jokes to entertain others.
4	Create written pieces such as skits or plays to entertain others.
5	Create written pieces such as picture books, comic books, and graphic novels to entertain a specific audience.
6	*No indicator at this grade level.*
7	*No indicator at this grade level.*
8	*No indicator at this grade level.*
E1	*No indicator at this grade level.*
E2	*No indicator at this grade level.*
E3	*No indicator at this grade level.*
E4	*No indicator at this grade level/*

Persuasive Writing	
Grade/ Course	**Indicator**
K	*No indicator at this grade level.*
1	*No indicator at this grade level.*
2	*No indicator at this grade level.*
3	*No indicator at this grade level.*
4	*No indicator at this grade level.*
5	*No indicator at this grade level.*
6	Create persuasive writings such as print advertisements and commercial scripts that develop a central idea with supporting evidence and use language appropriate for the specific audience.
7	Create persuasive pieces such as letters to the editor or essays that include a stated position with supporting evidence and are aimed at a specific audience.
8	Create persuasive pieces such as editorials, essays, or speeches that support a clearly stated position with concrete evidence.
E1	Create persuasive pieces such as editorials, essays, speeches, or reports that develop a clearly stated thesis and use support such as facts, statistics, and firsthand accounts.
E2	Create persuasive writings such as editorials, essays, speeches, or reports that address a specific audience and support a clearly stated thesis with facts, statistics, and/or first-hand accounts.
E3	Create persuasive writings such as editorials, essays, speeches, or reports that address a specific audience and use logical arguments supported by facts or expert opinions.
E4	Create persuasive writings such as editorials, essays, speeches, or reports that address a specific audience and use logical arguments supported by facts or expert opinions.

Standard 6	The student will access and use information from a variety of sources.

Developing Topics for Research	
Grade/ Course	**Indicator**
K	Generate *how* and *why* questions about a topic of interest.
1	Generate *how* and *why* questions about a topic of interest.
2	Generate *how* and *why* questions about a topic of interest.
3	Generate a topic for inquiry.
4	Clarify and refine a research topic.
5	Clarify and refine a research topic.
6	Clarify and refine a research topic.
7	Clarify and refine a research topic.
8	Clarify and refine a research topic.
E1	Clarify and refine a research topic.
E2	Clarify and refine a research topic.
E3	Clarify and refine a research topic.
E4	Clarify and refine a research topic.

Using and Accessing Print and Nonprint Sources of Information	
Grade/ Course	**Indicator**
K	Understand that information can be found in print sources such as books, pictures, simple graphs, and charts and nonprint media such as videos, television, films, radio, and the Internet.
1	• Use print sources of information such as books, newspapers, pictures, charts, and graphs and nonprint media to access information. • Use the Internet with the aid of a teacher
2	• Use a variety of print sources such as books, pictures, charts, graphs, diagrams, and picture dictionaries and nonprint media to access information. • Use the Internet with the aid of a teacher.
3	• Use print sources such as books, magazines, charts, graphs, diagrams, dictionaries, encyclopedias, atlases, and thesauri and nonprint media to access information. • Use the Internet as a source of information.
4	• Use print sources such as books, magazines, charts, graphs, diagrams, dictionaries, encyclopedias, atlases, thesauri, newspapers, and almanacs and nonprint media to access information. • Use the Internet with the aid of a teacher.
5	Use print sources such as books, magazines, charts, graphs, diagrams, dictionaries, encyclopedias, atlases, thesauri, newspapers, and almanacs and nonprint media to access information.
6	Use a variety of print and electronic reference materials.
7	Use a variety of print and electronic reference materials.
8	Use a variety of print and electronic reference materials.
E1	Use a variety of print and electronic reference materials.
E2	Use a variety of print and electronic reference materials.
E3	Use a variety of print and electronic reference materials.
E4	Use a variety of print and electronic reference materials.

Oral Communication and Vocabulary	
Grade/ Course	Indicator
K	• Use complete sentences when orally communicating with others. • Understand and follow one- and two-step oral directions.
1	• Use complete sentences when orally presenting information. • Generate one- and two-step oral directions.
2	• Use Standard American English when appropriate in conversations and discussions. • Understand and follow multi-step directions.
3	Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.
4	Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.
5	Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.
6	Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.
7	Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.
8	Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.
E1	Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.
E2	Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.
E3	Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.
E4	Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.

Paraphrasing and Summarizing Information	
Grade/ Course	Indicator
K	*No indicator at this grade level.*
1	*No indicator at this grade level.*
2	*No indicator at this grade level.*
3	Paraphrase research information accurately and meaningfully.
4	Paraphrase research information accurately and meaningfully.
5	Paraphrase research information accurately and meaningfully.
6	Use direct quotations, paraphrasing, or summaries to incorporate into oral or written works the information gathered from a variety of research sources.
7	Use direct quotations, paraphrasing, or summaries to incorporate into oral or written works the information gathered from a variety of research sources.
8	Use direct quotations, paraphrasing, or summaries to incorporate into oral or written works the information gathered from a variety of research sources.
E1	Use direct quotations, paraphrasing, or summaries to incorporate into oral or written works the information gathered from a variety of research sources.
E2	Use direct quotations, paraphrasing, or summaries to incorporate into oral or written works the information gathered from a variety of research sources.
E3	Use direct quotations, paraphrasing, or summaries to incorporate into oral or written works the information gathered from a variety of research sources.
E4	Use direct quotations, paraphrasing, or summaries to incorporate into oral or written works the information gathered from a variety of research sources.

Visual Aids in Presentations	
Grade/ Course	**Indicator**
K	*No indicator at this grade level.*
1	*No indicator at this grade level.*
2	*No indicator at this grade level.*
3	Use appropriate visual aids such as pictures, objects, and charts to support oral presentations.
4	Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.
5	Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.
6	Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.
7	Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.
8	Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.
E1	Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.
E2	Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.
E3	Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.
E4	Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.

Documenting Sources of Information	
Grade/ Course	**Indicator**
K	*No indicator at this grade level.*
1	*No indicator at this grade level.*
2	*No indicator at this grade level.*
3	*No indicator at this grade level.*
4	Create a list of sources that contains information (including the author and title of a publication) necessary to properly credit and document the work of others.
5	Create a list of sources that contains information (including author, title, and full publication details) necessary to properly credit and document the work of others.
6	Create a list of sources that contains information (including author, title, and full publication details) necessary to properly credit and document the work of others.
7	Create a list of sources that contains information (including author, title, and full publication details) necessary to properly credit and document the work of others.
8	Create a list of sources that contains information (including author, title, and full publication details) necessary to properly credit and document the work of others.
E1	Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.
E2	Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.
E3	Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.
E4	Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.

Organizing Information for Presentations	
Grade/ Course	**Indicator**
K	Classify information by constructing categories such as living and nonliving things.
1	Create categories such as plants and animals to classify information.
2	Create categories such as solids and liquids to classify information.
3	Organize information by classifying or sequencing.
4	Organize information by classifying or sequencing.
5	Use appropriate organizational strategies to prepare written works and oral and visual presentations.
6	Use appropriate organizational strategies to prepare written works and oral and visual presentations.
7	Use appropriate organizational strategies to prepare written works and oral and visual presentations.
8	Use appropriate organizational strategies to prepare written works and oral and visual presentations.
E1	Create written works and oral and visual presentations that are designed for a specific audience and purpose.
E2	Create written works and oral and visual presentations that are designed for a specific audience and purpose.
E3	Create written works and oral and visual presentations that are designed for a specific audience and purpose.
E4	Create written works and oral and visual presentations that are designed for a specific audience and purpose.

Developing Research Projects	
Grade/ Course	**Indicator**
K	*No indicator at this grade level.*
1	*No indicator at this grade level.*
2	*No indicator at this grade level.*
3	*No indicator at this grade level.*
4	*No indicator at this grade level.*
5	*No indicator at this grade level.*
6	Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, and organizing information.
7	Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, and organizing information.
8	Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, and organizing information.
E1	Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, and organizing information.
E2	Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, and organizing information.
E3	Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, and organizing information.
E4	Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, and organizing information.

EDUCATION OVERSIGHT COMMITTEE

Subcommittee: <u>Academic Standards and Assessments</u>

Date: <u>March 24, 2008</u>

<u>REPORT/RECOMMENDATION</u>
Recommendations of the High School Graduation Rate Goal Advisory Panel

Goal Recommendations:
(1) Adopt the recommended graduation rate goal of 88.3% to be achieved by 2014.
(2) Adopt the goal for the statewide success rate of students to be phased in as measures of the goal become available. The state occupational certificate for students with severe disabilities referenced in the statewide success rate is not currently available.

Policy and Procedural Recommendations:
(3, 4, and 5) Adopt these recommendations for transmittal to the SC Department of Education.
(6a and 7a) The graduation rate based on students obtaining the state high school diploma within four years, including students with disabilities earning the state diploma within the time period specified in their IEPs, is the current measure used for the state and federal accountability systems.
(6b and 7b). Adopt the recommendations for inclusion in separately reported graduation rate calculations of students receiving the state diploma within five years (schools and districts) and the inclusion of students earning the state diploma through district Adult Education programs within five years (districts only) beginning with the 2008-2009 school year.
(8a) Adopt the state graduation rate for reporting beginning with the 2008-2009 school year.
(8b) Adopt the statewide success rate for reporting when measures become available.

<u>PURPOSE/AUTHORITY</u>
Proviso 1A.58, General Appropriations Act, 2007-2008: "The Education Oversight Committee may base ratings for school districts and high schools on criteria that include graduation from high school with a state high school diploma and ratings may be based on criteria aligned with workforce needs including, but not limited to, exit examination performance and other criteria identified by technical experts and appropriate groups of educators and workforce advocates. For other schools without standard-based assessments the ratings may be based upon criteria identified by technical experts and appropriate groups of educators. All ratings criteria must be approved by the Education Oversight Committee."

<u>CRITICAL FACTS</u>
Objective 1 for 2007-2008 adopted by the EOC at its October 2007 meeting includes "establishing a goal for high school graduation to include reporting data for different student groups and the inclusion of fifth year graduates." An advisory panel including school, district, and state-level educators and business representatives met twice and generated recommendations regarding both the goal and the measures used for assessing the high school graduation rate.

<u>TIMELINE/REVIEW PROCESS</u>
February 8 2008: High School Graduation Rate Goal Advisory Panel met in Columbia and generated draft recommendations.
February 28, 2008: Members of the Advisory Panel met by conference call to discuss the draft recommendations and finalize them for submission to the EOC.

<u>ECONOMIC IMPACT FOR EOC</u>
    Cost: No fiscal impact

    Fund/Source:

<u>ACTION REQUEST</u>

☒ **For approval**   ☐ **For information**

<u>ACTION TAKEN</u>

☐ **Approved**   ☐ **Amended**

☐ **Not Approved**   ☐ **Action deferred (explain)**

Recommendations of the High School Graduation Rate Goal Advisory Panel
February 28, 2008

Background Information

Each year the South Carolina Education Oversight Committee (EOC) establishes objectives regarding its mission to improve the outcomes from our public educational system. One of the EOC's objectives for 2007-2008 is to "establish a goal for high school graduation to include reporting data for different student groups and the inclusion of fifth year graduates." A publicly-adopted goal for high school graduation is needed to provide focus and direction to support the efforts by individuals and groups engaged in efforts to improve the lives of South Carolina's young people.

To accomplish this goal, the EOC convened an advisory panel to make recommendations regarding the goal and how public policy may be directed to meet the goal. The advisory panel is made up of school, school district, and state-level educators and community representatives from the business and private sectors (the list of panel members is attached). The panel met on February 8, 2008 and had a follow-up teleconference meeting on February 28, 2008. At its February 8 meeting the panel was charged to identify factors affecting the high school graduation rate in South Carolina, to discuss those factors and identify policy issues regarding the graduation rate, and to set a goal for the graduation rate and make recommendations for policy changes needed to improve the accuracy of the graduation rates reported. The panel developed a set of draft recommendations and refined those recommendations in its teleconference meeting on February 28.

The recommendations from the panel are attached for submission to the Academic Standards and Assessments Subcommittee for consideration at their March 24, 2008 meeting.

Recommendations of the High School Graduation Rate Goal Advisory Panel
February 28, 2008

Modifications of Current Goals, Practices and Procedures

Goal Recommendations:

1) The goal should be 88.3% graduation rate achieved by 2014. This goal is based on the percentage of students achieving a high school diploma on-time, using the National Governor's Association compact on calculation.

2) A second goal should be established to measure a statewide success rate of 95% of 21-year-olds achieving readiness for postsecondary school and/or the workforce by the year 2018. The readiness measure should include successful completion of high school with a diploma, a GED, or a state occupational certificate for students with severe disabilities.

Policy and Procedural Recommendations:

Students Included in the Calculations

3) The rules and procedures for documenting the status of students as transfer students rather than dropouts for graduation rate purposes should be revised to improve their practicality and reasonableness. The advisory team recommends:

   a) The time period of continuous enrollment required for the documentation of student transfer status should be defined.

   b) The inclusion in the graduation rate calculation of data from special education students who, based on their IEP, have never been enrolled in courses earning high school credit and who meet the other criteria excusing special education students from re-administration of the High School Assessment Program (HSAP) should be reviewed for possible modification.

Procedural Recommendations

4) The rules and procedures for documentation and data reporting for the current school year should be published and disseminated to school and district personnel by January of that school year. Rule changes affecting year-to-year data comparisons should be documented on the report card.

5) Requirements for documentation regarding a student's withdrawal from a high school should more practical such as:
   a) Acceptable documentation for a deceased student should include a published obituary;

   b) Withdrawal forms, common to all public schools, signed by a parent or legal guardian documenting the specific educational plans for the student (enrollment in another high school in SC or out of state, home schooling, etc.) should be acceptable to establish a student's dropout or transfer status.

Ratings Calculations and Public Reporting

6) The graduation rate calculation each year for <u>schools</u> for report card rating purposes should include the following groups of students as graduates (e.g., in the numerator for the calculation of graduation rate):

    a) Students obtaining the state high school diploma within four years (including the summer following their senior year) from the time they first entered grade nine and students with disabilities who earn the diploma within the extended time period specified in their IEPs;

    b) Students obtaining the state high school diploma within five years from the time they first entered grade nine.

7) The graduation rate calculation each year for <u>school districts</u> for report card rating purposes should include the following groups of students as graduates:

    a) Students earning the state high school diploma within four years (including the summer following their senior year from the time they first entered grade nine and students with disabilities who earn the diploma within the extended time period specified in their IEPs;

    b) Students earning the state high school diploma within five years from the time they first entered grade nine, including students attending district Adult Education programs who earn the state high school diploma within five years from the time they first entered grade nine;

8) Annual reporting of the graduation rate for the <u>State</u> should include the following information:

    a) Students earning the state high school diploma within four years (including the summer following their senior year) from the time they first entered grade nine and students with disabilities who earn the diploma within the extended time period specified in their IEPs;

    b) The statewide success rate of 21-year-olds achieving readiness for postsecondary school and/or the workforce. The readiness measure should include successful completion of high school with a diploma, a GED, or a state occupational certificate for students with severe disabilities.

PROGRAM IMPROVEMENTS: AREAS FOR FURTHER STUDY

9) The WorkKeys assessment should be administered to all high school students, with the results provided to the students and their families.

10) Districts should be encouraged and enabled to enact policies and practices for the early identification of and effective intervention with potential dropouts among elementary and middle school students.

11) More financial and other resources should be devoted to alternative education programs to increase high school graduation rates

12) More high school courses should be competency-based, with end of course examinations to maintain standards and accountability.

High School Graduation Rate Goal Advisory Panel

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Education Policy
SC Chamber of Commerce

David Barrow
Prinicipal
Timberland High School
Berkeley County School District

Daryl Brown
Principal
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Subcommittee: <u>Academic Standards and Assessments</u>

Date: <u>March 24, 2008</u>

<u>REPORT/RECOMMENDATION</u>
Career and Technology Education (CATE) Center Ratings
Recommendations: 1) Beginning with the 2009 report card, use the scores on the certification or licensure examinations taken by the CATE students as the basis of the Mastery criterion; for students who do not have certification and licensure exams, continue to utilize the GPA measure presently part of the report card ratings; and 2) Approve the values assigned to the different Mastery point levels as presented in Table 3 of the report.

<u>PURPOSE/AUTHORITY</u>
Section 59-18-120 (8) "Absolute performance" means the rating a school will receive based on the percentage of students meeting standard on the state's standards based assessment. Section 59-18-310 (A) Notwithstanding any other provision of law, the State Board of Education, through the Department of Education, is required to develop or adopt a statewide assessment program to promote student learning and to measure student performance on state standards and: (1) identify areas in which students need additional support; (2) indicate the academic achievement for schools, districts, and the State; (3) satisfy federal reporting requirements; and (4) provide professional development to educators. Section 59-18-310 (B) The statewide assessment program in the four academic areas must include grades three through eight, an exit examination in English/language arts and mathematics, which is to be first administered in a student's second year of high school enrollment beginning with grade nine, and end-of-course tests for gateway courses awarded Carnegie units of credit in English/language arts, mathematics, science, and social studies. Section 59-18-920: The Education Oversight Committee, working with the State Board of Education and the School to Work Advisory Council, shall develop a report card for career and technology schools.

<u>CRITICAL FACTS</u>
The present Career and Technology ratings criteria were set in 2002 with implementation in 2003. Concern that the ratings system did not provide adequate information to discriminate the achievement levels among the Career Centers led to the present review. The state report card ratings criteria for the CATE centers also were reviewed to improve their alignment with the amended Perkins Act criteria. The criteria presented for approval match the Perkins criteria of Field Placement, Graduation Rate, and Mastery exams. The ratings changes, if approved, would become operative for the 2009 report cards.

<u>TIMELINE/REVIEW PROCESS</u>

<u>ECONOMIC IMPACT FOR EOC</u>

      Cost: No fiscal impact

      Fund/Source:

<div align="center"><u>ACTION REQUEST</u></div>

☒ **For approval**   ☐ **For information**

<div align="center"><u>ACTION TAKEN</u></div>

☐ **Approved**   ☐ **Amended**

☐ **Not Approved**   ☐ **Action deferred (explain)**

Career and Technical Education Center Report Card Ratings Criteria

In spring 2005, the Academic Standards and Assessments Subcommittee asked the staff of the Education Oversight Committee to review the criteria for the report card ratings of the Career and Technical Education (CATE) Centers. The report card ratings received by the centers state wide are, and have been, higher, on average, than the report card ratings for elementary, middle, and high schools. Table 1 shows the Absolute ratings achieved by the 38 CATE Centers since the first report card in 2001.

Table 1
CATE Absolute Ratings 2001-2007

Report Card Year	Excellent	Good	Average	Below Average	Unsatisfactory
2001	36	1	1	0	0
2002	30	8	0	0	0
2003	30	6	0	2	0
2004	31	3	3	1	0
2005	25	9	3	0	1
2006	29	8	1	0	0
2007*	30	3	3	0	1

One school received no rating in 2007; 2 new schools received no rating in 2007 as well because they had no Field Placement data.

Presently the Absolute ratings criteria and the percentage weight are:

❑ Mastering core competencies or certification requirements: The percentage of students enrolled in career and technology courses at the center who earn a 2.0 or above on the final course grade. Students are to be assessed on the competencies identified in the adopted syllabi or specified for certification programs (e.g., FAMS). This factor applies to any career and technology course in the center. This criterion is weighted at twice the value of other criteria. (50%)
❑ Graduation rate: The number of twelfth-grade career technology education students who graduate in the spring is divided by the number of twelfth graders enrolled in the center and converted to a percentage. This criterion incorporates passage of the Exit Examination required for graduation. (25%)
❑ Placement rate: The number of career and technology completers who are available for placement in postsecondary instruction, military services, or employment is divided into the number of students over a three-year period who are actually placed and converted to a percentage. This criterion mirrors the Perkins standard. (25%)

During the summer of 2005 an advisory committee on the CATE ratings was identified and research was conducted on how other states evaluate their CATE centers and on the impact the pending federal Perkins reauthorization legislation would have on the CATE centers ratings calculations. The federal Perkins legislation was amended late in 2005.

Clarification from the federal government on the reporting requirements for Perkins has been received over the last several months. Two of the present reporting requirements – Field Placement and Graduation Rate - will remain the same, though the Graduation Rate will mirror No Child Left Behind. The third criterion – mastering the core competencies - will change to students passing "technical skill assessments."

The South Carolina Department of Education (SCDE) recently received additional information from the federal government explaining "technical skill assessments." Acceptable "technical skill assessments" include state licensing exams for cosmetologists, pharmacy technicians, and nursing/nursing assistants; national licensing exams in architecture and construction (plumbing, electricity, air conditioning and heating, etc.); national certification tests for automobile collision and engine repair; national certification exams in culinary arts; and national certification exams in marketing, sales and service (fashion design, communication, etc.). There are, however, numerous areas of curriculum offered at the CATE centers that do not have correlating national or state examinations; examinations in those areas are under development, either through consortia of states working on common exams or through national assessments developed by national trade associations. Furthermore, until examinations are available for all areas (target date 2012-2013), the federal government has identified additional measures which can be used for reporting purposes: 1) state and/or locally developed tests that meet minimum validity and reliability guidelines, and/or 2) GPA, course completion, program completion, or teacher-developed exams. Until exams are available in all areas, the federal government asked states to submit a transition plan by April 2007 for the transition year of 2007-08 and a five year plan for implementation of the "technical skill assessments" by April 2008. The federal accountability plan submitted by the South Carolina Department of Education stated that South Carolina would use both the results of students taking qualifying certification and licensure exams and the GPA measure presently used as part of the federal and state accountability systems. GPA scores for students taking the qualifying certification and licensure exams will be removed from the data collected so that each student is counted only once.

Using the information collected by the SCDE on certification exams during the 2006-07 academic year, the staff of the EOC recommend the following changes in the criteria for the Absolute ratings of the Career and Technical Education Center Report Cards.

Recommendation 1: Beginning with the 2009 report card, use the scores on the certification or licensure examinations taken by the CATE students as the basis of the Mastery criterion; for students who do not have certification and licensure exams, continue to utilize the GPA measure presently part of the report card ratings.

Under this system, each student would count once through his/her certification or licensure examination, or the GPA of 2.0 earned in the CATE courses.

Results of change

Student performance on certification and licensure examinations were included along with mastery (at the 2.0 or higher level) of occupational courses in the Mastery criterion in the Absolute Rating criteria. The resulting new distribution of Mastery performance was re-normed using 2007 data to obtain the cut points for assigning point weights of 1 through 5 for the Mastery criterion in the calculation of the ratings (Table 2). The cut points were set at intervals three-fourths of the standard deviation from the mean performance. The revised cut points are listed in Table 3, along with the Graduation Rate and Field Placement criteria which are currently used in the calculation of the Absolute Rating index. The graduation rate and placement criteria point weights were not re-normed and the weightings of the three criteria in the rating calculation were not changed. The 2007 Absolute Ratings and the simulations of the Absolute Ratings based on the revised Mastery criteria are listed in Table 4.

Table 2
Student Mastery of Core Competencies and
Performance on Certification and Licensure Examinations

Statistic	Statistic Value
Mean	83.09
Standard Deviation	7.2332
Median	83.6
Minimum Value	67.5
Maximum Value	97.8
Number of Schools	40

Table 3
Revised Career and Technology Center Absolute Ratings Criteria

Criterion	Points Assigned				
	5	4	3	2	1
Mastery (weighted x 5)	94% or more	89–93%	78–88%	72–77%	71% or below
Graduation Rate (weighted x 2.5)	97% or more	92–96%	87–91%	82–86%	81% or below
Field Placement (weighted x 2.5)	98% or more	95–97%	92–94%	89–91%	88% or below

Table 4
Comparison of 2007 Career and Technical Education Center Absolute Ratings and
Simulated Ratings Based on Revised Mastery Criteria

2007 Absolute Ratings			Simulated 2007 Ratings Based on Revised Mastery Criteria	
Rating	Number (%)		Rating	Number (%)
Excellent	30 (81.1)		Excellent	18 (48.6)
Good	3 (8.1)		Good	2 (5.4)
Average	3 (8.1)		Average	13 (35.1)
Below Average	0 (0.0)		Below Average	1 (2.7)
Unsatisfactory	1 (2.7)		Unsatisfactory	3 (8.1)
Total*	37 (100)		Total*	37 (100)

*Three of the 40 Career and Technical Education Centers did not receive ratings in 2007 because they did not yet have Field Placement data. Percent totals may not equal 100 due to rounding.

Recommendation 2: Approve the values assigned to the different Mastery point levels as presented in Table 3.

Subcommittee: <u>Academic Standards and Assessments</u>

Date: <u>March 24, 2008</u>

<u>**REPORT/RECOMMENDATION**</u>
Study of the Sensitivity of the Elementary and Middle School Ratings

<u>**PURPOSE/AUTHORITY**</u>
Section 59-18-120 (8) "Absolute performance" means the rating a school will receive based on the percentage of students meeting standard on the state's standards based assessment. Section 59-18-310 (A) Notwithstanding any other provision of law, the State Board of Education, through the Department of Education, is required to develop or adopt a statewide assessment program to promote student learning and to measure student performance on state standards and: (1) identify areas in which students need additional support; (2) indicate the academic achievement for schools, districts, and the State; (3) satisfy federal reporting requirements; and (4) provide professional development to educators. Section 59-18-310 (B) The statewide assessment program in the four academic areas must include grades three through eight, an exit examination in English/language arts and mathematics, which is to be first administered in a student's second year of high school enrollment beginning with grade nine, and end-of-course tests for gateway courses awarded Carnegie units of credit in English/language arts, mathematics, science, and social studies. Section 59-18-900 (A): The Education Oversight Committee, working with the State Board of Education, is directed to establish an annual report card and its format to report on the performance for the individual elementary, middle, high schools, and school districts of the State. The school's ratings on academic performance must be emphasized and an explanation of their significance for the school and the district must also be reported. The annual report card must serve at least four purposes: (1) inform parents and the public about the school's performance; (2) assist in addressing the strengths and weaknesses within a particular school; (3) recognize schools with high performance; and (4) evaluate and focus resources on schools with low performance.

<u>**CRITICAL FACTS**</u>
A component of Objective 1 for 2007-2008 adopted by the EOC in October 2007 is "conducting an examination of ratings methodologies…" Pursuant to this objective, this study examined the effects on the Absolute Ratings of calculations based on PACT measures which are more sensitive to small differences in achievement among students than the PACT-based measures currently used for calculating the ratings. In this study the expanded point system based on PACT scale scores currently used for calculating Improvement Ratings was used to calculate Absolute Ratings based on 2007 data. The results from the two methodologies are compared in the study and projections of the ratings are made through 2009.

<u>**TIMELINE/REVIEW PROCESS**</u>

<u>**ECONOMIC IMPACT FOR EOC**</u>

     Cost: No fiscal impact

     Fund/Source:

<u>**ACTION REQUEST**</u>

☐ **For approval**   ☒ **For information**

<u>**ACTION TAKEN**</u>

☐ **Approved**   ☐ **Amended**

☐ **Not Approved**   ☐ **Action deferred (explain)**

Absolute Rating "Sensitivity" Study Results
March 6, 2008

The purpose of this study was to simulate and compare Absolute Ratings based on the current methodology and ratings based on an alternative methodology using the "expanded" scale of PACT test results which is used currently for calculating Improvement Ratings. The simulations are based on 2007 PACT results for all students tested in each school; data were not available to eliminate results from students who were enrolled in a school for only a part of the school year, as is done when school ratings are calculated for the report cards. Results are also projected through 2009, based on the 2007 data. These projections are based on an assumption that overall school performance through 2009 will remain at 2007 levels.

The current Absolute Rating methodology converts individual student PACT scores to an integer point weight ranging from 1 through 5 based on the student's performance level (e.g., Below Basic 1=1 point; Below Basic 2=2 points; Basic=3 points; Proficient=4 points; Advanced=5 points). The point weights are averaged across the students and subjects tested in the school to calculate an index. The index value determines the school's Absolute Rating, and the index level needed within a rating category increases by 0.1 point per year through 2010 to increase the rigor of the rating system. The index cut-offs for the different rating levels were determined on the basis of simulations using 2000 PACT data.

The alternative methodology used in this study recalculated the data based on the "expanded" point system used currently for calculating Improvement Ratings. In this methodology student PACT scores are converted to an expanded point system based on the test scale score, resulting in larger point values being awarded for scale scores that are below, but close to, the next higher performance level. For example, the number of points awarded for a Basic performance level score would range from 3.0 for a scale score which is at or just above the lowest level for the Basic cut score to 3.75 for a scale score which is just below the Proficient cut score (the scale score intervals between PACT performance levels are divided into four sublevels, so students scoring Basic could be awarded points weights of 3.0, 3.25, 3.5, or 3.75 depending on their scale score). The expanded point weights (e.g., 1.0, 1.25, 1.5, 1.75, 2.0, etc., through 4.0, 4.25, 4.5, 4.75, 5.0) corresponding to PACT scale scores are listed in tables in the 2007-2008 Accountability Manual.

The purpose of the expanded point scale is to provide more sensitivity to detect small changes in a student's performance over time. The index cut-offs used for the different Absolute Rating levels in this methodology were recalculated based on the school index simulations using the "expanded" 2007 PACT results. Similar to the process used with the 2000 data, the index values from the "expanded" point values corresponding to specific ratings (e.g., Excellent, Good, Average, Below Average, and Unsatisfactory) were determined by dividing the distribution of index values into units corresponding to three-fourths of the standard deviation.

Data from all 920 elementary and middle school units (some schools have both elementary and middle school report cards and ratings) having 2007 PACT results were used for this study.

Table 1
Descriptive Statistics

Statistic for Absolute Indexes Calculated for Study	Original 1-5 Point Weights	Improvement Expanded (1.0, 1.25, 1.5, etc.) Point Weights
Mean	2.976	3.341
Median	3.0	3.4
Standard Deviation	0.4395	0.4073
Minimum	1.1	1.6
Maximum	4.7	4.9

Table 2
Absolute Rating Cut-Offs Based on Accountability Manual (Original 1-5 Points) and on Indexes from Calculations Based on the Expanded Point System

Rating	2007 Cuts - Original 1-5 Points (Accountability Manual)	2007 Cuts - Expanded Points
Excellent	3.8 & above	3.9 & above
Good	3.4 – 3.7	3.6 – 3.8
Average	3.0 – 3.3	3.0 – 3.5
Below Average	2.6 – 2.9	2.7 – 2.9
Unsatisfactory	2.5 & below	2.6 & below

Simulations Based on Current 1-5 Point System Used for Absolute Ratings and on Expanded Point System Used for Improvement Ratings (Total n=920 Schools)

Table 3a
Simulations of 2007 Elementary and Middle School Absolute Ratings
Based on Current Point System and Criteria for 2006-2007 School Year

Rating	Number Schools (%)	Average % of Students Scoring Below Basic			
		ELA	Math	Science	Social Studies
Excellent	33 (3.6)	6	6	11	7
Good	132 (14.4)	10	11	20	13
Average	345 (37.5)	19	20	32	24
Below Average	261 (28.4)	30	30	47	38
Unsatisfactory	149 (16.2)	46	47	64	55

Table 3b
Simulations of 2007 Elementary and Middle School Absolute Ratings Using 2007 Data
Based on Expanded Point System and Criteria for 2006-2007 School Year

Rating	Number Schools (%)	Average % of Students Scoring Below Basic			
		ELA	Math	Science	Social Studies
Excellent	94 (10.2)	8	8	15	10
Good	183 (19.9)	14	15	26	18
Average	492 (53.5)	26	26	41	32
Below Average	113 (12.3)	42	43	61	51
Unsatisfactory	38 (4.1)	58	60	75	68

Table 4a
Simulations of 2008 Elementary and Middle School Absolute Ratings Using 2007 Data
Based on <u>Current Point System</u> and Criteria for 2007-2008 School Year

Rating	Number Schools (%)	Average % of Students Scoring Below Basic			
		ELA	Math	Science	Social Studies
Excellent	18 (2.0)	4	5	8	6
Good	102 (11.1)	9	10	18	11
Average	277 (30.1)	17	17	29	21
Below Average	313 (34.0)	26	27	43	33
Unsatisfactory	210 (22.8)	43	44	61	51

Table 4b
Simulations of 2008 Elementary and Middle School Absolute Ratings Using 2007 Data
Based on <u>Expanded Point System</u> and Criteria for 2007-2008 School Year

Rating	Number Schools (%)	Average % of Students Scoring Below Basic			
		ELA	Math	Science	Social Studies
Excellent	58 (6.3)	7	7	13	8
Good	138 (15.0)	11	13	22	15
Average	503 (54.7)	23	23	38	29
Below Average	156 (17.0)	39	39	57	46
Unsatisfactory	65 (7.1)	52	53	70	63

Table 5a
Simulations of 2009 Elementary and Middle School Absolute Ratings Using 2007 Data
Based on <u>Current Point System</u> and Criteria for 2008-2009 School Year

Rating	Number Schools (%)	Average % of Students Scoring Below Basic			
		ELA	Math	Science	Social Studies
Excellent	11 (1.2)	4	5	8	5
Good	74 (8.0)	8	8	15	10
Average	232 (25.2)	14	15	26	19
Below Average	329 (35.8)	24	24	39	30
Unsatisfactory	274 (29.8)	40	41	58	48

Table 5b
Simulations of 2009 Elementary and Middle School Absolute Ratings Using 2007 Data
Based on <u>Expanded Point System</u> and Criteria for 2008-2009 School Year

Rating	Number Schools (%)	Average % of Students Scoring Below Basic			
		ELA	Math	Science	Social Studies
Excellent	34 (3.7)	6	6	11	7
Good	101 (11.0)	9	10	19	12
Average	493 (53.6)	21	21	34	26
Below Average	186 (20.2)	35	35	52	42
Unsatisfactory	106 (11.5)	49	50	67	59